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ABSTRACT

To assess the status and show the progress of vocational education for persons with special needs since the 1968 report, each state, the District of Columbia, Guam, Puerto Rico, and the Virgin Islands submitted reports of their vocational education plans and accomplishments. A significant change since the 1968 report is the increase of states, from 17 to 22, which have full-time supervisors of programs for persons with special needs. There was a decrease from 23 to 17 in the number of states having part-time supervisors. The amount of funds for vocational education from state and local sources increased from 74.5 percent in 1968 to 78.2 percent in 1969. States report a total of 101,389 continuing instructional programs, 9,209 programs to be expanded, and 4,129 new programs. Regular or comprehensive high schools comprise 92 percent of the total number of schools, and junior colleges comprise 2.6 percent. Enrollment is expected to increase from 8,259,782 to 11,605,461 in the fiscal years 1969-1973. The document includes summaries of the state report. Data tables summarizing major program developments and directories of state officials, state directors, and executive officers are appended. (SB)

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PROGRESS REPORT
OF
VOCATIONAL-TECHNICAL EDUCATION
PROGRAM DEVELOPMENT
For
PERSONS WITH SPECIAL NEEDS
BY STATES

Under the Vocational Education Act of 1963

Section 4(a) (4) - P. L. 88-210

U. S. DEPARTMENT OF HEALTH, EDUCATION,
AND WELFARE
Robert H. Finch, Secretary

OFFICE OF EDUCATION
Peter P. Muirhead, Acting Commissioner

DEVELOPMENT BRANCH
DIVISION OF VOCATIONAL AND TECHNICAL EDUCATION
BUREAU OF ADULT, VOCATIONAL, AND LIBRARY PROGRAMS

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February 28,1969

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February 28, 1969

PROGRESS REPORT

VOCATIONAL-TECHNICAL EDUCATION PROGRAM DEVELOPMENT FOR PERSONS WITH SPECIAL NEEDS

BY STATES

CONTENTS

		Page
I.	Introduction	1
II.	Summary	6
III.	State Activities Reported	16
IV.	Appendix	298

Table I	Employment Demand and Supply of Trained Personnel
Table II	Summary of Vocational Education Instructional Programs
Table III	a. Number of Schools by Type b. Estimated Enrollment by Type of Institution c. Allocation of Federal Funds by Type of Institution
Table IV	Status of Area Vocational School Constuction
Table V	State Administrative Staff and Teacher Education
Table VI	Estimate of Enrollment, Fiscal Year 1969-1973
Table VII	Estimateof Total Expenditures for Vocational Education, Fiscal Years 1969-1973
Table VIII	Estimate of Total Expenditures for Vocational Education, Fiscal Year 1969
Table IX	Estimate of Federal Expenditures under the Vocational Education Act of 1963, by purpose Fiscal Year 1969

Summary of Major Points, Program Development for Special Needs

Directory of State Officials with Reponsibilities for Programs of Vocational Education for Persons with Special NEeds.

Directory of Executive Officer, State Board for Vocational Education, and State Directors of Vocational Education.

INTRODUCTION

This Progress Report has a dual purpose. It is intended to give an accurate picture of the status of vocational education for persons with special needs, at a given time. It also endeavors to show the progress made in the one year interval since the last annual Progress Report of February 1, 1968. It is expected to be a valuable source of information to administrators and supervisors who are working in this area of vocational education. It may also be used as a working tool for the initiation and operation of improved programs for the disadvantaged and the handicapped.

In educational enterprises no entirely satisfactory accounting system has been devised to serve the complete needs of educational administration. There are annual reports, statistical, financial, and descriptive, which purport to describe educational activities, expenditures and sources and uses of funds. Efforts intended to show compliance with legislation and rules and regulations which are aimed at specific educational services, progress in meeting educational needs of specific groups and the development of improved methods and techniques of serving the needs of these groups are revealed through annual or special reports. No uniform system of cost-benefit records which can be checked against statistical educational achievement during a given period such as the fiscal year has yet been put to use. To compensate in part, for the deficiency, this annual progress report is being developed.

By means of the Annual Progress Report, each State puts into the record the plans and accomplishments in the State Vocational Education program for persons with special needs. Like the balance sheet, this report reveals the actual state of affairs during the current fiscal year. Comparison may be made with the report of the previous year to reveal the progress made in each State in the area of vocational education for persons with handicaps preventing them from succeeding in the regular vocational education program.

Another important purpose is served. Exemplary programs, innovative and productive techniques for the improvement of instruction in this area are recorded. These may be used as models or departures from conventional programs in operation in States which **want to be more** responsive to the conditions and demands of the times. Many new ideas, some excellent, some good and others with good prospects of success, which have been put to use in various parts of the country in carrying out the mission of vocational education for the disadvantaged and the handicapped are reported for all to see and to use as the occasion and circumstances permit.

The Vocational Education Act of 1963 was very specific in its charge to educators for adequate service to a large, neglected or ill-served component of the population. A reading of the Declaration of Purpose of P.L. 88-210 shows quite definitely the scope and purpose of the Act. The direction of emphasis is to maintain, extend and improve existing programs of vocational education, and to provide part-time employment for youths who need the earnings from such employment to continue their vocational training on a full-time basis, so that persons of all ages in all communities in the State - those in high school, those who have completed or discontinued their formal education and are preparing to enter the labor market, those who have already entered the labor market but need to upgrade their skills or learn new ones, and those with special educational handicaps will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests and ability to benefit from such training. This is indeed a clear directive to establish, maintain, extend and improve an effective vocational educational program which will serve the needs of all, with special emphasis on serving the needs of a large segment of the population which was not being served satisfactorily at the time of the 1963 Act.

The 1963 Act is very specific in Section 4 (a) (4), which unequivocally states that a State's allotment of vocational education funds may be spent for "---- persons who have academic, socioeconomic, or other handicaps that prevent them from succeeding in the regular vocational education program." Despite this crystal-clear directive, there has been much misunderstanding, many delays and many excuses for the failure to get programs moving in the direction of more attention and service to these "persons with special needs."

While many States have been slow to implement the Vocational Education Act of 1963 in regard to persons with special needs, much progress has been reported in a number of States which increases each year. As this is the last year in which a Progress Report is being compiled under P.L. 88-210, this report is significantly important.

In the Congressional hearings preceeding the passage of P.L. 90-576, the Vocational Education Amendments of 1968, there was much criticism and expressed dissatisfaction with the results which came from implementation of P.L. 88-210, especially in regard to Section 4 (a) (4). The new Act was written in much stronger language with the same directives. However, a new element emerged in the specific language of Section 122 on the uses of Federal funds. In addition to a mandate to provide vocational education for persons who have academic, socioeconomic, or other handicaps that prevent them from succeeding in the regular vocational education programs, there is a specific definition and provision for vocational education for handicapped persons who because of their handicapping condition cannot succeed in the regular vocational education program without special educational assistance or who require a modified vocational education program. The Act further provides that at least 25% of that portion of each State's allotment of funds appropriated under section 102(a) for any fiscal year beginning after June 30, 1969, which is in excess of its base allotment shall be used only for the purpose set forth in paragraph 4 A of subsection (a): Provided that for any such fiscal year the amount used for such purpose shall not be less than 15% of the total allotment of such funds for each State, except as any requirements under this paragraph may be waived for any State by the Commissioner upon his finding that the requirement imposes a hardship or is impractical in its application. The 1968 Act further requires that not less than 10% of each State's allotment of funds appropriated under section 102(a), shall be used only for the purpose of vocational education for handicapped persons who because of their handicapping condition cannot succeed in the regular vocational education program without special educational assistance or who require a modified vocational education program. There is no waiver in this requirement.

This means that special attention is again directed to the service of vocational education for persons with special needs - the handicapped and the disadvantaged. If categorical funds amounting to 15% for the disadvantaged and 10% for the handicapped have been set aside for this special use, it is clear that a large increase in activities in this area is indicated.

The Progress Report of 1969 then has special significance in that it will record the status as well as the progress of vocational education for persons with special needs at the time of a base year, the year of departure for a new expanded program operated with categorical or set-aside funds. Many States which operated without the services of a full-time supervisor for Special Needs will be expected to appoint an adequate State staff for this important work. States which have insisted that all necessary provisions for vocational education for persons with special needs be taken care of in the on-going occupational programs may then establish and maintain extensive programs and services especially designed for persons with special needs.

Many things were learned with the production of the first annual progress report in 1968. Most important was that successful programs were found in States where there was a dedicated commitment and a willingness to serve this segment of the population on the part of all vocational-teachnical educators as well as the top administrative and supervisory staff. With new duties, powers and responsibilities placed in the hands of a new, independent State and national advisory council, charged with the responsibility of evaluation of State Vocational Education programs, there is further assurance that the area of special needs will not be subject to oversight or neglect.

The Progress Report of 1969 also reinforces another finding of the 1968 report in that a great variety of useful methods and techniques for education of the handicapped and the disadvantaged were found. Experimental approaches, new tools of instruction and curriculum innovations continue to proliferate. The efforts described in the following pages illustrate the responses of the various States to the mandate of Congress, expressed in the Vocational Education Act of 1963. Also shown, is the condition of affairs in each State in special needs education which will serve as a point of departure for the new and expanded programs made possible by the Vocational Education Ammendments of 1968, through the use of set-aside funds of 10% and 15%.

A word is necessary regarding the method of constructing this informal report which is not required by legislation, regulations, State Plans or Guidelines. Information was sent to the Special Needs Unit of the Development Branch of the Division of Vocational and Technical Education, Office of Education in a voluntary, informal manner. Regional representatives assisted in collecting information in many instances. The initial contact and source of data was the State Supervisor for Vocational Education for persons with special needs. In States which had no State Supervisor, the State Director or a person designated to handle matters related to special needs was approached. We are pleased to report 100% cooperation from all of the States in this effort.

All of the information in this report is considered to be not official and is to be distributed only to regional staff officers of the Office of Education, responsible personnel in the State Departments of Vocational and Technical Education, program supervisors and administrators on the State and local level and the National and State Advisory Councils.

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SUMMARY

A review of the reports from the States shows that many changes have occurred in the period ending February 1, 1969. Some of these changes reflected considerable expansion and improvement in vocational education for persons with special needs.

One significant change is noted in the number of States which now have full time State Supervisors for Programs for Persons with Special Needs.

States With	Full-time Supervisors	Part-time Supervisors	State Director of V.E. Programs Supervision
February 1, 1968	17	23	14
February 1, 1969	22	17	15

The number of States with full-time supervisors of programs for persons with special needs has increased to twenty-two compared to seventeen last year. The State of New Jersey is unique in that it now has two State Supervisors who devote full-time to work in vocational education for the disadvantaged and the handicapped. A discouraging note was observed, however, in the turnover of the part-time supervisors. This may indicate that this work in some cases is passed around to State staff persons who happen to have available time rather than on the basis of ability, interest, and dedicated commitment.

The following table shows the ten leading States ranked by projected expenditures for Vocational Education in Fiscal Year 1969. The amount of Federal funds received and the expenditures of each State for special needs programs is shown

Projected Program Activities - Fiscal Year 1969
(000 omitted)

State	Projected Total Expenditures for Voc. Ed.	Federal Share	Projected amount for Special Needs	% spent for S.N.
New York	$148,300	16,800	2,450	14.0
Pennsylvania	103,294	13,940	365	2.7
Claifornia	69,862	18,000	448	3.0
Texas	64,702	15,393	1,315	8.67
North Carolina	53,663	8,901	25	.29
Florida	53,160	7,351	197	2.68
Ohio	50,417	12,470	37	.29
Illinois	45,224	11,078	498	4.49
Iowa	40,473	4,227	75	1.88
Michigan	39,614	9,875	68	.69

Projected Program Activities, All States, Fiscal Year 1969
(000 omitted)

	Total Expenditures	Federal Share	Special Needs	% Spent[1] for S.N.
Total of All State FY 1969	$1,236,322	243,417	9,368	3.9
Total of All States FY 1968	1,008,693	225,343	8,366	3.7
Increase in FY 1969	227,729	18,074	1,002	.2

Measured in terms of Federal dollars applied to Vocational Education for persons with special needs, the following table gives a different picture of the rank of States in this effort. Ten leading States are listed, showing the estimated expenditures for the six purposes of Vocational Education under the 1963 Act. A complete table of all states is given in the appendix. As in the case of ten leading States the percentage of Federal funds applied to Vocational Education for persons with special needs fails to approach the percentages which will be required in the Vocational Education Ammendments of 1968.

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1 Tables 8,9 Projected Program Activities, Fiscal Year 1969 Analysis and Reporting, February 1, 1969 U.S. Office of Education

Projected Program Activities

Estimated Expenditures Under Vocational Education Act of 1963

Fiscal Year 1969*
(000 omitted)

Rank	State	Secondary	Post Secondary	Adult	Construction	Ancillary Service	Special Needs	% of Special Needs	Total
1	New York	$4,700.	$1,500.	$1,500.	$5,000.	$1,650.	$2,450.	14.	$16,800.
2	Texas	3,013.	3,651.	706.	3,429.	3,053.	1,315.	8.67	15,167.
3	New Jersey	9,013.	400.	1,687.	6,000.	1,045.	600.	3.2	18,745.
4	Georgia	1,400.	3,086.	300.	750.	1,000.	500.	6.8	7,036.
5	Illinois	782.	3,440.	60.	5,000.	920.	498.	4.49	10,700.
6	California	5,072.	4,475.	1,193.	746.	2,983.	448.	3.	14,917.
7	Pennsylvania	1,378.	1,260.	572.	6,208.	3,739.	365.	2.7	13,522.
8	Indiana	1,868.	328.	308.	1,195.	830.	252.	.527	4,782.
9	Connecticut	1,302.	587.	29.	-	521.	219.	8.34	2,659.
10	Louisiana	1,550.	1,800.	350.	-	700.	200.	4.35	4,600
All States Percent by six purposes		29.3	21.1	6.0	25.2	14.5		3.9	100

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* Table 9, Projected Program Activities, Fiscal Year 1969
U.S. Office of Education, Analysis and Reporting, February, 1969

Aside from the statistical comparisons drawn from the Projected Program Activities for Fiscal Year 1969 submitted to the Office of Education by the States, there are some encouraging developments in the area of Special Needs in the various states. Some of these are listed as follows:

States with full-time Supervisors of programs for Special Needs

Arizona
Connecticut
Colorado
District of Columbia
Florida
Georgia
Illinois
Iowa
Kentucky
Louisiana
Michigan
Minnesota
Mississippi
New Jersey
New Mexico
North Carolina
Ohio
Oklahoma
Tennessee
Virginia

New Jersey has appointed two full-time supervisors who are working on extensive plans for development of special needs programs in 1969. Other States have plans for the appointment of full-time supervisors, or will relieve the present part-time persons of other assignments in 1970. There are still fifteen States which at present are retaining the responsibility for the development and supervision of programs for special needs in the hands of the State Director for Vocational Education.

The amount of funds (projected expenditures) for vocational education from State and local sources increased from 74.5% in 1968 to 78.2% in 1969, from a total of $1,008,693 in 1968 to $1,236,322 in 1969.[1] On the strength of this trend and in anticipation of the emphasis directed by the 1968 Amendments to the Vocational Education Act of 1963, many States have already undertaken plans to increase the amount of funds to be made available by the State for vocational education. This is especially true of the State of Wisconsin, which is developing proposals for the State to increase substantially, State appropriations for vocational education. Plans have been drafted for maximum use of State funds amounting to $11 million for vocational education in the biennium of 1969-1971.

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[1] Table 8 Program Projected Activities, Fiscal Year 1969, Estimated Total Expenditures, Vocational Education. U.S. Office of Education Analysis and Reporting - February, 1969.

Ohio

The innovative programs for special needs were cited as outstanding in 1968. In 1969 it continues to expand, with two residential Vocational centers serving the State, three vocational opportunity centers and other innovative practices reported here. A new movement in the State seeks reforms in financing and organization. The goal is to remedy deficiencies in the educational system which it is claimed, fails to reach 75% of the students.[1] Recommended is a massive recognition of the proper status and role of vocational and technical education; a broad expansion of opportunities for employment - oriented education so that vocational education facilities are available to students 18 hours a day and 300 days a year; a change in laws governing employment of minors to encourage students to get work experience under school jurisdiction a change in teacher certification so that qualified persons with technical, trade, and industrial background may be used in vocational teaching with a minimum of formal teacher training. To finance the improvements, new State - levied gross retail receipts tax of 1% earmarked for education, a boost in the average public utility tax from 3% to 4%, an increase in minimum school operating tax millage required to qualify for State aid from 17.5 mills to at least 25 mills.

The State Department of Vocational Education plans to reproduce the very successful Center for Rehabilitation and Job Training in Cincinnati in every major City of the State. The establishment of a Rehabilitation Evaluation Service Unit in cooperation with the Penta County Joint Vocational School District was for the purpose of finding the answer to the problems encountered at Mahoning Valley Residential Center in an effort to solve the problems before the students drop out. This plan of prevention is to be expanded to other areas.

[1] Education U.S.A., January 27, 1967, page 117

Georgia

A high school with wide selection of vocational courses available to every high school student in Georgia is the goal sought by the new Master Plan Project for Vocational-Technical Education. This project was completed in December 1968 by the Division of Vocational Education, Georgia Department of Education and its Advisory Committee. This comprehensive plan is very timely as it includes provisions for developing vocational programs for 30,000 educationally deprived students, makes provisions for basic education, for the development of attitudes, and forlearning vocational skills; develops plans for non-high school graduates to complete G.E.D. requirements. It establishes criteria for determining special needs programs for 60,000 students in grades 7-12 who are unable to benefit from existing vocational programs, and to identify the special competence needed by teachers in these programs. It also contains provisions for recruiting more high school dropouts into area vocational schools; develop procedures for **recruiting** unemployed and underemployed adults and for providing them with adequate counseling. The Master Plan also has provisions for improving the quality and quantity of vocational guidance available to potential vocational students and to students in vocational programs.

Other points included in the Plan are plans and procedures for providing vocational programs for 100,000 handicapped persons needing them; work in conjunction with other divisions within the Georgia Department of Education; and plans for providing adequate curriculum materials to all 3,700 vocational teachers in the State.

Comprehensive plans for vocational education include the junior high school with orientation service to 20,000 dropouts per year, as well as to potential dropouts, serving adults needing consumer education; and preparing vocational special needs teachers and teacher aides.

Maryland

The State of Maryland has been working on a Master Plan for Vocational Education. The Council on Higher Education has just completed a comprehensive report which recommends substantial policy changes for improvement of vocational education, with special emphasis on special needs programs.

Minnesota

The development of Vocational-Technical education in Minnesota has long been a major interest. In addition to outstanding achievements such as the Work Opportunity Center in Minneapolis, this year Governor Harold LeVander is convening the Third Annual Governor's Conference on Vocational-Technical Education in Saint Paul, on Monday, February 24, 1969. This year's theme is "Vocational-Technical Education and the Rural Renaissance." Participation of leaders from industry, business, labor, education and representatives from State and local governments to assure the success of this renaissance in the State with discussions of plans for implementation of the 1968 Amendments to the Vocational Education Act is structured into the conference.

Minnesota Indians served by local educational agencies on eleven reservations and three urban areas rely heavily on supplementary projects initiated by the Indian Community. In cooperation with Federal, State and local School districts, Indian groups handle serious educational problems of cultural barriers, limited parent involvement, low academic achievement and high dropout rates. Plans are being developed to serve this minority group in Minnesota.

Indiana

An excellent project for coordination of several occupational disciplines for special needs vocational education has been developed at Hagerstown, Indiana. Business and office education, distributive education, trades and industry and technical education have been combined. A corporation was formed to take over the patents and manufacture a railway inspection car to be sold in domestic and foreign markets. Vocational Education Act funds put up $10,000 to start the project. Manufacturing is handled by technical education students, sales and distribution by distributive education, records, accounts and foreign exchange, by office education and crating and shipping by trades and industry students. Students with special needs are employed in the project which is now in operation.

Tennessee

A Teachers Guide for Vocational Education for Special Needs has been prepared by the Vocational Education Division, Tennessee State Department of Education. It has been distributed throughout the State to teachers, supervisors, and administrators for special needs programs.

New Jersey

New Jersey is the only State with two full-time supervisors for special needs programs. Beginning July 1, 1968, Warren Jochem and William Sarantoulias have been giving new impetus and direction to the special needs program. An outcome of the Program of Simulated Work and Basic Skills Training, developed by Thomas McNulty and John R. Wyllie under the direction of Robert M. Worthington, State Director of Vocational Education, pilot programs in occupational education for persons with special needs have been developed. These feature employment orientation, basic skill training and a Work-Study program with special funding. Also developed was a comprehensive cooperative industrial occupational training program. This affords an opportunity to supplement existing educational programs by providing supervised on-the-job vocational preparatory training in approved industrial occupations.

Another outstanding accomplishment is the use of industrial training units which travel about the State in mobile trailers. Designed to provide exposure, training and evaluation for students with special needs, adults and school dropouts, a transition is provided for students from school to work by learning new skills and work habits. The mobile units are 60 feet long and 10 feet wide. They are fully equipped with the latest educational equipment, instructional aids and materials and projection equipment. The training is conducted by one teacher-coordinator and one assistant. During the school year the unit travels to ten different school districts, with one trailer for industrial assembly line occupations, one for office occupations and one for counseling and guidance activities. Each trailer unit serves as many as thirty-six individuals at each location for a period of two weeks. The mobile units are also used for migratory workers where complete vocational programs are not available.

Florida

A pilot program for persons with special needs was developed at the Polk County Agriculture Teachers Clinic in July 1968. This is designed to meet the needs of junior high school students of Polk County, who have been identified as potential dropouts. Special consideration was given to the selection and training of teachers. A special curriculum was developed for use in schools serving rural areas. A Vocational-Technical and Adult Educators Conference was held in Jacksonville, August 4-8, 1968 for development plans for special needs programs in Florida in 1969. The conference had a capacity attendance. Pensacola

High School has developed a special needs program for junior high students who are not achieving in the regular program. It is to serve 100 students in special classes with a Diversified Mechanics program related to employment opportunities in Escambia County.

Pinellas County, through Federal funds under P.L. 89-10, Title III, is engaged in a Research project comprised of the ten Florida counties enrolling 50,000 or more students. This is called"Project Ideals in Action." It will set up a pilot demonstration center for grades 7,8, and 9. It plans to reduce the dropout rate in these grades by providing an integrated approach to academic and pre-vocational studies and a new pattern of learning in preparation for the world of work.

Tennessee

A high school vocational special needs program was developed for four comprehensive high schools in Memphis with vocational education funds. Each school was staffed by one remedial related education teacher, becoming a functional part of the trade and industrial teams. Class size was restricted to 15. A total of 710 students were screened, resulting in a selected enrollment of 255 in the special needs classes. This represented 36% of the Trades and Industrial population. A control group (non-vocational) was tested for evaluation. The program was a qualified success.

Kentucky

The State Division of Vocational Education has developed a Teachers Guide for Vocational Education for Students with Special Needs. Kentucky has also developed some very interesting and effective public relations materials for special needs programs.

Texas

The State of Texas has developed a most comprehensive program for vocational education for persons with special needs. This is called the Coordinated Vocational-Academic Education Program. It is especially aimed at the serious dropout problem. The retention power of the schools is improved by providing practical instruction in which disadvantaged and handicapped persons are assured of success.

The program is a flexible combination of occupational skill training and a modified ungraded academic curriculum which includes remediation with special attention to communication and computational proficiency. Students are provided with occupational training which prepares them for entrance into regular vocational education programs on secondary or post-secondary levels, or to equip them for work with salable knowledge and skills if school careers are terminated prior to graduation.

Seventy school districts are now participating in the program throughout the State, with 7,500 students enrolled and 240 teachers. This is the fifth year of operation and many refinements have been made which are working out well, including provisions for teacher training and recruitment and the development of curricula and teaching materials.

ALABAMA

Persons with special needs are seen as those who have limited capacities and abilities. It is the philosophy of the Alabama Department of Education that these persons be kept with other students and there receive special help or an adjustment of the curriculum in order to avoid any stigma which may be attached to a special class solely for the disadvantaged. Futhermore, this helps prevent all of Vocational Education from being thought of as education strictly for the disadvantaged in the society.

In the state vocational technical schools there will be added some 75 or more teachers to better serve special needs persons. It is projected that several additional personnel will be provided in each school. There will be teachers for communications skills, mathematics and science, and a vocational counselor. This is being done in order that these persons with lower levels of education achievement may be admitted and brought up to an educational level necessary to pursue successfully the training for the occupation chosen. In some instances it may be found that some students' abilities indicate limitations such that they should be trained as operator's helpers or to work in a limited area of an occupation. Courses will be adjusted to meet these needs. There are 27 vocational technical schools serving the persons with special needs. In some instances there may be only one or a few disadvantaged persons enrolled in a class. They are given special help and, if necessary remedial instruction is provided. In other instances an entire class may be disadvantaged youth. The State Rehabilitation Service maintains close cooperation with these programs so that physically handicapped persons can be accepted and trained. The State Schools for the Deaf provides vocational education. One vocational technical school operates to provide vocational education for the state's prison inmates.

Alabama recognizes her need to expand programs for youths with special needs and is planning for expansion in this area.

Demographic Data*

Unemployment

Projected labor force in the state, 1970	1,392,000
Unemployed in the State, 1967	56,000
Unemployment rate for the State, 1967	4.4

*U.S. Office of Education, Office of Programs for the Disadvantaged January, 1969

Population and Labor Force Projections

1. 1960-1970 per cent change

Total population	15.1
Non-white	19.1
Total labor force	21.9
Non-white	23.2

2. 1970-1980 per cent change

Total population	16.1
Non-white	20.2
Total labor force	19.2
Non-white	19.3

State Population

Estimated resident population, 1966	3,511,000
Estimated non-white, 1956 (30.4%)	1,058,000

Educational Attainment (1960 Census)

Total Adults over 25 years old	1,650,000	
Adults with less than 5 yrs. of school completed	273,000	16.3%
Adults with less than 8 yrs. of school completed	643,000	38.5%
Non-white adults over 25 years old	438,000	
Non-white adults, less than 5 years of school completed	157,000	36.0%
Non-white adults, less than 8 years of school completed	277,766	63.3%

ALASKA

Introduction

The Division of Vocational Education in Alaska is almost entirely concerned with special needs programs. Special attention is directed to persons living in rurally isolated sections, American Indians and other natives, and youth and adults in correctional institutions. There are only three relatively major metropolitan areas within the State. For this reason a majority of the programs in Vocational-Technical education, when geared to area needs, invariably turn into a "Special Needs" situation.

Occupational Areas

Thirty percent of all secondary programs are located in rural areas described by the U.S. Census as socioeconomic disadvantaged. Training for these persons were provided in the following training areas, serving 700 enrollees:

10	Home Economics Programs
24	Office Occupations Programs
3	Distributive Education Programs
4	Small Engine Repair
2	Fishing Technology
3	Carpentry
2	Electronics
4	Drafting

Several Statewide adult programs have been created to meet the needs of these disadvantaged:

Business College Program	200 enrollees
Fishing Technology	400 enrollees
Lumbering	45 enrollees

The Division has effectively cooperated with the following agencies in identifying trainees and programs:

Alaska Department of Labor - Employment Security
Alaska Department of Health and Welfare
Alaska Division of Corrections
Alaska Housing Authority

Bureau of Commercial Fisheries
Department of Education-Guidance-Special Education
Association of Retarded Children
Vocational Rehabilitation

Two programs were initiated with the Department of Corrections:

Logging	15 enrollees
Cooks and Bakers	10 enrollees

With the enactment of the "1968 Vocational Education Amendments," Alaska plans on including a special section in its State Plan for training related to the disadvantaged. The Division also plans on strengthening its staff to allow for supervision of vocational education for those with special needs.

A gainful home economics program for persons approaching release in penal institutions was started October 27, 1968 at the Juneau State Jail. Six students are being trained as cooks in classes meeting for 26 weeks, eight hours a day, five days a week. The course includes basic principles of food preparation, related English and mathematics, safety operations, and technical training. The course is being offered through the Juneau - Douglas Community College.

Three new post-secondary vocational education courses were started in October in Kodiak, Bethel, and Juneau. The programs are tailored to give adults additional vocational training needed for economic independence, and to provide trained Alaskan personnel for positions which are not being filled due to lack of qualified applicants.

Total enrollment for State-operated, district, private and denominational, and Bureau of Indian Affairs schools was 76,930 students in 1967-68. This figure includes the public school students from rural Alaska who attend the Bureau of Indian Affairs schools in Chemawa, Oregon and Chilocco, Oklahoma. The number of native students enrolled was 19,824, representing 25.8% of the total number of students enrolled. Seven thousand seven hundred and thirty students of ¼ native extraction or more attended district schools. Seven hundred eight were in private or denominational schools. There were 3,623 and 7,582 native students enrolled in the state-operated and Bureau of Indian Affairs schools respectively. High school diplomas were awarded to 1,085 native students who completed their high school work in the spring of 1968.

In releasing these figures, Cliff Hartman, Commissioner of Education for the State of Alaska emphasized the importance of Vocational Education Programs tailored to meet the needs of native students. "Since 25% of our total enrollment in public education is composed of native students, we must continue to be vigilant concerning experiences in school for these students that will best suit their needs in this period of cultural transition."

ARIZONA

Introduction

Arizona has exceeded the original expenditure predicted in the February, 1968 Report on Special Needs. The Arizona State Department of Vocational Education has been cooperating with other state services in providing vocational training for people with special needs in all levels of education. Approximately $400,000 has been budgeted for special needs programs in fiscal year 1968 out of a total expenditure of $6,399,674. This is at the rate of 6.25% for special needs.

Cooperation with Other Agencies

Arizona Vocational Education and Special Education are jointly providing programs involving training in multi-areas of work experiences and training in six different school districts involving slow learners and similar special needs students. The training involves across the board vocational department services and is meeting the needs of approximately 1,650 students throughout our high school.

Trade and Industrial Vocational training is being conducted at the Arizona State Prison in cooperation with Vocational Rehabilitation, offering training to both men and women in four different training areas. Vocational training is also being provided in two other correctional institutions. The Good Shepherd School for delinquent girls is offering skill training for 60 youth in four areas of vocational education, and a boys industrial school, Fort Grant, is providing some 60 boys an opportunity to achieve a job entry skill in seven different vocational areas.

A special pilot program has been completed for out-patients of the state mental hospital providing vocational orientation for twenty trainees in preparation for work trained in Vocational Rehabilitation. A second program is now being conducted and expanded on to achieve further progress in the area of special needs.

The Arizona State Department of Vocational Education has an on-going project, (WIN), Work Incentive, contracted with Arizona State Employment Service to provide A.D.C. mothers orientation and job entry type training. The Home Economics division of Vocational Education is providing a self-improvement orientation for 1,200 trainees, while the Business Office, Health Occupations and Distributive Areas are providing training for 600 individuals. Arizona is also providing members of minority groups an opportunity to learn a skill in the garment industry in a simulated shop training course developed in conjunction with the garment industry.

The Vocational Agriculture Division is currently conducting training programs for five reservation schools with plans for a sixth to start in the near future. These schools are comprised of 90% Indian enrollment with the remainder of the enrollees being comprised of dependents of teachers, administrators and personnel.

Teacher Education

Special Needs' requirements and developments were presented at various workshops throughout the state as part of the in-service teacher trainer program. State staff explored the area of special needs at its annual meeting and organized a committee to help in development of these programs. Colleges and universities are currently establishing courses and programs dealing with the area of special needs.

Plans for the Future

In future planning for fiscal year 1969, programs are now being discussed in the areas of nursing. Plans for four nurse-aide programs are now under development. Vocational training for the mentally retarded is being investigated at one of the live-in institutions for mentally retarded children. A job evaluation and placement type program is being proposed to provide vocational training and evaluation from grades seven through twelve in cooperation with Special Education. Further development of training for A.D.C. mothers on Indian reservations is anticipated as well as other vocational training courses in Home Economics, Trade and Industrial, and Agriculture Education.

Enrollment figures for programs and training for people of speical needs is being compiled at the present time and the preliminary figures indicate some 2,685 trainees are being served by the State Department of Vocational Education.

In addition to the programs indicated in the above report, the State Department of Vocational Education is also co-sponsoring M.D.T.A. programs throughout the state as well as cooperating with the Concentrated Employment Program (C.E.P.), the Leadership and Education for the Advancement of Phoenix (L.E.A.P.), and other agencies serving the disadvantaged youth and adults.

ARKANSAS

The vocational education programs for persons with special needs are under the supervision of each vocational service State Director. The entire program is under the direction of the State Director of Vocational Education.

Within the last year the Arkansas programs have rapidly expanded, the enrollment figures have jumped from 136 to 1,886. Although steps have been taken to better identify students with special needs, the state realizes that there are unmet needs in the field of vocational education for disadvantaged persons. Funding continues to be a problem in the expansion of services.

Eighty students are enrolled in ungraded classes in which instruction was designed for the disadvantaged for who employability seemed to be only a vague possibility. These students were given job opportunities and limited basic skill training for available jobs.

In the central portion of the State two programs in furniture upholstery and cabinet making were added for persons special needs. Home economics teachers, with help from the state staff, developed curriculum material and conducted five pilot classes in "Preparation for the World of Work." Fifty four students were enrolled in these classes. Occupational training in food service preparation was provided for 28 girls in the Training School (girls correctional institution). In adult classes 381 were enrolled in food service preparation and 372 in classes for housekeeping aides. The Westack Junior College offered an office occupations course for students in a near by Neighborhood Youth Corps project. Thirty-two persons were enrolled. The programs at the Arkansas School for the Deaf were expanded and now include: cleaning and pressing, upholstery, commercial art, and body and fender repair. Ten thousand dollars has just been spent for a green house and other facilities needed for the horticulture offering at the School for the Deaf. Vocational Agriculture teachers provided job orientation and basic skill instruction to 398 secondary students in 33 classes at 30 locations. Three distributive education programs were added for the disadvantaged. Two were traditional type programs, and one was designed specifically for service station attendants.

Approximately 70 additional teachers will be needed, however, 50 of these will be part-time. Teachers will be working in the following areas: Agriculture (basic skills, ornamental horticulture, farm mechanics technology, and occupational technology), 34; Home Economics (food service preparation, wage earning); 1 Distributive Education, 2; Office Occupations, 2; and Basic Adult Education, 11. The 50 part time instructors will work under the supervision of the vocational agriculture instructors to give training in basic skills. An additional fifty agriculture teachers will spend a fraction of their time working with students with special needs. The Agricultural, Mechanical and Normal College at Pine Bluff will continue to sponsor courses at the post-secondary level in ornamental horticulture, farm mechanic technology, and occupational technology. Office occupations courses are offered at two community colleges for students in the Neighborhood Youth Corps.

Demographic Data

Unemployment

Projected labor force in the State, 1970	756,000
Unemployment in the State, 1967	32,000
Unemployment rate for the State, 1967	4.5

Population and Labor Force Projections

1.	1960-1970 percent change	
	Total population	15.7
	Non-white	15.2
	Total Labor force	25.2
	Non-white	22.3
2.	1970-1980 percent change	
	Total population	11.3
	non-white	18.6
	Total Labor Force	16.4
	Non-white	21.4

State population 1966

Estimated resident population	1,956,000
Estimated non-white population, 1965	374,000

Percent change; non-white population, 4.4

Educational Attainment (1960 Census)

Total Adults over 25 years old	964,000	
Adults with less than 5 years of school completed	148,000	15.4%
Adults with less than 8 years of school completed	331,000	34.4%
Non-white Adults over 25 years old	178,000	
Non-white Adults with less than 5 years school completed	64,000	36.3%
Non-white Adults with less than 8 years school completed	113,539	63.8%

CALIFORNIA

Introduction

A review of our program designed for persons with special needs reveals very little change in statements made in materials forwarded last year. Statistically, 25,407 individuals and $2,182,381 in expenditures represented the identifiable data. Again, we know this in no way reflects what is actually being done for individuals with physical, mental, or socioeconomically handicaps.

A further review of last year's report reveals a resume of special programs in this area. These programs have been continued in most instances and what follows is a resume of new programs.

Office Occupational Programs for Continuation High School Students

This program at Reid Continuation High School in the Long Beach Unified School District is designed to provide instruction in related theory for an office occupational program for continuation high school students. This project will help students who have academic, socioeconomic, or other handicaps which have prevented them from succeeding in the regular high school program, and who, in the majority of cases, come from homes which are economically and culturally deprived.

Vocational Education Instruction Project--Clerk-Typist and General Clerk.

The training period was for one year. It included one year of advanced typewriting and one year of an expanded office procedures class to be taken in the twelfth grade. Special instructional materials, textbooks, and equipment were ordered to provide for individual differences and abilities of this heterogeneous student group. The work experience coordinator provided for part-time jobs and will assist in placement for those desiring full-time employment upon completion.

Clerical, Clerk-Typist Especially for Mexican-Americans

The program is designed to prepare bilingual adults for job entry and employment in the business community of El Monte Union High School District and surrounding areas. Local businesses have expressed a desire and a need for well-trained help, especially from the minority group which is rapidly becoming the majority in this area.

Experimental Project to Train Mexican-American Students

An experimental program to train Mexican-American students of the El Rancho Unified School District for employment in the entry-level positions of clerk-typist, general clerk, receptionist, stenographer, and related fields through the use of special materials and an audio laboratory.

Districtwide Program in Business Education

This program provides Negroes of the Compton High School District with job entry skills in the field of general business production as it relates to the hotel, motel, and restaurant industry and other hospitality services in an actual office setup for the student operated school restaurant.

Medical Transcription Training for Unemployed Adults--Most of Whom Will be Currently on Welfare or Unemployment Rolls--Seeking to Master a Vocational Skill

Of the 60 students who enrolled in this program in the Sacramento City Unified School District, 36 completed the 17 week program and were certified as being qualified to be employed as medical transcriptionists. Requests for graduates came from as far away as Los Angeles and every indication is that each student will have his choice of jobs. At the close of the graduation ceremony, it was announced that a new section would begin in 14 days. The California Department of Employment estimates that there will be at least another 500 applicants for the program. A survey of the service area from which these people come indicates that there will be enough job openings 17 weeks from now to absorb all qualified graduates.

Santa Rosa Latin American Center

This is the first bi-lingual educational and vocational adult public school in the United States. The main location is the Santa Rosa Catholic School facility on the grounds of the Santa Rosa Parish in San Fernando, California. This program has been organized and developed through a community advisory council under the direction of Father Luis Valbuena, Pastor of the Santa Rosa Parish. The Council represents different federal, state, and city departments related to the school. It also represents private, civic, and business associations and corporations. The Council obtains the full cooperation and assistance of public and private employment agencies and business corporations in order that the students might have adequate employment opportunities relating to their respective talents. Immediate goals concentrate on: (1) Increased educational opportunity for all Latin Americans; (2) Acceleration of acculturation of all Latin Americans; (3) The raising of intellectual, social, and economic levels of all Latin Americans. In a short period of three months, the school now enrolls nearly 1,500 students. It has been so successful that a second center is being planned for the East Los Angeles area.

The Inner City Cultural Center

This is a recently approved proposal for a special training program in the Los Angeles Unified School District designed to provide access for persons of minority backgrounds and residents of poverty areas to employment in the area of theater arts and communications with emphasis on technical, administrative, and production skills. The objectives are to build a model program for the training of persons of minority backgrounds and residents of poverty areas which will enable them to participate in the expanding job market.

Landscape Aide Training Program

The purpose of this program at Contra Costa County Boys Ranch School is to train boys to enter occupations in gardening, landscaping, and nursery services. The training includes planning, design, identification, and care of the elements in the area of landscape and gardening and the selection, maintenance, and safety aspects of tools and equipment.

Training for Gainful Employment in the Intermountain Area

The major objective of this project in the Fall River Joint Unified High School District is to train students for gainful employment in the Intermountain Area. This is done by offering an intensified program in Farm Construction and Farm Machinery Operation and Repair along with the regular Agriculture program. Most of the students are from medium to low income families and are in the lower part of their class academically. These boys have no intentions of continuing their formal education beyond high school or junior college, so they must learn a trade or skill if they are to be employed in the future.

Landscape Nurseryman Aide Work Experience Program

The purpose of this program offered at the Oakland Unified School District is to train educable mentally retarded youth and low ability youth as landscape and nurseryman aides. The work experience approach combined with small group instruction was developed as the method of training.

Livestock Ranch Worker

This course in the Madera Unified School District is planned for the under-achiever (mentally handicapped or educationally handicapped) who will definitely be a farm hand. The mental ability of many of these students will limit the type of farm work they will be able to perform. Through this course, students who fit into this ability grouping will have an incentive to remain in school until they have acquired marketable skills. This area of learning will not only be encouraging and challenging to them, but will also give them an opportunity to become useful citizens.

Occupational Training for the Educably Handicapped

This program conducted by the San Louis Obispo County Office of Education provides for the training of mentally retarded youth for gainful employment in the field of horticulture such as nursery aide, landscape assistant, groundsman aide, or turf management aide. This is accomplished through in-school training, on-campus work experience, and off-campus work experience. Throughout the program, student, employer, and teacher evaluations were made concerning the degree of satisfactory adjustment to work.

Occupations Centers

The West Valley Occupational Preparation Center in San Fernando Valley has a large enrollment of boys and girls in business and office occupations. This includes 60% of the 5,000 enrollees in such occupations as grocery clerks, retail salespersons, clerk-typist, key punch operators and stenographer.

The Occupational Skill Centers in Watts and Pacoima enroll many disadvantaged Negroes and Mexican-Americans in a variety of entry-level skills combined with basic and remedial education.

Other special programs are in operation at the John Glenn High School, Burbank High School and Duarte High School where "spin-off" programs for clusters of office jobs for persons with special needs are being developed under a flexible curriculum.

Teacher-Education

Many institutions of higher education continue to offer pre-service and in-service courses suitable for teachers of vocational education for persons with special needs. Conferences and work-shops for teachers of persons with special needs are held at frequent intervals in many parts of the State.

Comparative Enrollments in Vocational Education in California FY 1968*

Program	1963-64	1964-65	1965-66	1966-67	1967-68
Agriculture	15,429	17,684	21,171	23,504	27,986
Distributive	47,870	107,360	117,492	124,392	130,793
Health	9,859	8,170	11,495	19,473	21,281
Homemaking	163,467	121,012	142,455	197,434	235,588
Office	n/a	36,914	237,717	315,066	331,087
Technical	70,210	67,264	55,267	65,214	44,705
Trade & Industrial	144,510	142,971	163,819	198,672	236,726
TOTAL	451,345	501,375	749,416	943,755	1,028,166*

* All 1968 figures are estimates until final audit.

COLORADO

Introduction

Considerable attention was given during the latter part of the year to extend program offerings for persons with special needs. A Supervisor of Special Needs Programs was named to provide the leadership in coordinating programs operating within the service areas and to plan programs which cut across lines of the traditional service areas.

Many of the programs in this state are continuous and are expansions of programs that were initiated early in 1968. The numbers involved are the actual enrollments in these programs at the end of fiscal year 1968.

At the present time, we are very active in the development of a State Plan for Persons with Special Needs and in program ideas that can be implemented during the next year. We are anticipating the development of several programs in accordance with the Vocational Amendments **Act** of 1968.

Occupational Areas

Three inter-related cooperative programs were planned prior to the end of the fiscal year to begin operating July 1, 1968. One pre-apprenticeship program was implemented early in June for youths who had left school prior to graduation or who had graduated and were employed. All of those completing the program (14) were placed in apprenticeship programs or other types of related employment. Auto body and fender repair, bookkeeping, general clerical, and secretarial science were occupational training fields introduced in 1967 and assembly line worker, bakers helper, busboy, car hop, carpet layers helpers, custodians helpers, file clerk, gardener, maintenance helper, ornamental horticulture, and stock boy are additional occupations projected for 1969.

In all jobs areas the number of programs for persons with special needs were increased. In the field of Agriculture the number of programs went from one to four and the student enrollment increased to 124 with 82 of these in agriculture production, 30 in Agriculture Mechanics, and 12 in Horticulture. Eight programs in Business and Office Education were in operation during the past year, an increase of two over the previous year. These new programs were conducted at West Denver High School and at Mt. View Girls Schools. The special needs programs provided vocational business training for 745 persons having academic or other handicaps that prevented them from participating in a regular program. Six training programs were offered for persons with special needs to prepare them for work in the food industry.

The Occupational Areas

Programs for persons with special needs were conducted in the following areas during fiscal year 1968:

	Number of Programs	Number of Students
Agriculture	8	76
Distributive Education	2	47
Home Economics	6	298
Office Occupations	9	398
Trades and Industry	15	585
Special Needs	6	348
Technical	1	24

Programs for persons with special needs are being conducted in the following areas during fiscal year 1969:

	Number of Programs	Projected Number of Students
Agriculture	8	76
Distributive Education	2	40
Home Economics	5	225
Office Occupations	11	350
Trades and Industry	14	746
Special Needs	8	250

Cooperation with Other Agencies

One program at Mount View Girls School was initiated to provide girls entry level skills in Food Service. This program was divided into two parts consisting of instruction for one hour and practical experience for four hours daily. Some were to be paroled at that time and the executive director of the Colorado - Wyoming Restaurant Association, who serves on the advisory board, helps the girls find employment upon their return to the Community.

There were 124 students who received the equivalent of 120 hours each in food service training. An additional effort must be exerted in this area with the high school teachers working specifically on an individual basis to make their students employable. New Home Economics programs operated for special needs groups included Mount View Girls School, Colorado School for the Deaf and Blind, and three Denver high schools.

In addition, homemaking classes for persons with special needs operated at the Florence Crittendon Home in Denver enrolling 207 students, the Head Start program in Denver and Trinidad with 920 students, and 56 enrollees at the National Jewish Hospital in Denver.

The program at Colorado School for the Deaf and Blind was for deaf girls in preparation for seamstress work. Ten students were trained. These students must leave the school when they are 21 but their sewing abilities will give them earning power.

Denver added only one new program at West High School rather than two as anticipated in the spring of 1968. All pupils in the Denver programs are considered potential dropouts. The program in one school is diversified and included work in personal improvement, clothing repairs and alteration, laundry and ironing, and child care. In another school the training emphasizes soda fountain training and housekeeping skills. A total of 49 students were trained. The Colorado School for the Deaf and Blind added dry cleaning and auto body and fender repair to their existing curriculum offerings of drafting, printing, piano tuning, and baking. Lookout Mountain School for Boys at Golden, Colorado added custodial training to their curriculum offerings. The institution also offers service station mechanics and printing courses. The cosmetology program at Mt.View School for girls and the bench assembler program for the trainable in Denver continue to function effectively. With the opening of the area vocational-technical schools at Trinidad and Boulder in September 1968, additional programs will be available for persons who have academic, socio-economic, or other handicaps that prevent them from succeeding in the regular education programs.

Expanding and Improving Vocational-Technical Education for Persons with Special Needs

Agriculture

There are programs at the State Penitentiary for farm hands, dairymen, farm implement mechanics, slaughterhouse workers, and meat cutters. At the Colorado School for Deaf and Blind there is an ornamental horticulture program. At the State Reformatory there is a production farm hand program. At Lookout Mountain School for boys there is an agriculture production program.

Business and Office Occupations

There are Special Needs programs at Colorado School for Deaf and Blind, with a possible program being developed in using a braille typewriter. There are programs in correctional institutions, homes for unwed mothers, high schools, and community colleges. There is cooperative planning with the State Department of Education and with the State Department of Rehabilitation.

Distributive Education

There are six new programs in this area. These are concerned primarily with food service preparation programs.

Home Economics

There are Special Needs programs in four Denver high schools for the potential dropouts and the disadvantaged. These programs are concerned with developing skills, self confidence, and dependability needed for job entry. There are programs in various state institutions which have been developed through cooperation with various agencies.

Trades and Industry

There are ten programs at the State Penitentiary, ten programs at the State Reformatory, and four programs at the Lookout Mountain School for Boys and the Mount View School for Girls. These programs are in addition to the various programs at high schools and area vocational schools throughout the state. There is considerable cooperation in the metropolitan area in developing programs in various agencies for the various groups.

The Special Needs programs have been designed to prepare people for work or to be successful in vocational education programs. These programs are aimed at people who are the socioeconomically disadvantaged, potential dropouts, and in some instances, the handicapped. There are many similarities in the programs, yet each program is designed to meet the specific needs of that particular group.

There have been workshops held with the Special Needs teachers. On January 29 and 30, 1969, we are hosting a "Conference on Cooperative Efforts of Business and the Schools to Provide Job-Oriented Education for the Disadvantaged."

CONNECTICUT

Introduction

The "Special Needs" programs for the current fiscal year has developed according to the anticipated plan with but one notable exception. Due to the extreme limitations of funds, it was decided to postpone the development of two additional Occupational Training Centers and to spread the available funds more widely in less concentrated programs. Particular focus has been upon the critical and pressing needs of the urban communities.

In a small state, where the income scale is relatively high and the employment level relatively sophisticated, it is understandable that the "college-bound" academic curricula has received the major attention of high school educators. However, the radical change of population that has come over the urban communities and the increased concern for the socioeconomic disadvantaged students has literally forced serious rethinking on the part of urban educators. Among the many other problems that became apparent when social unrest erupted in the large cities was the fact that provision of a meaningful education for many of our youth had been neglected and overlooked by local school administrators. It had been assumed by most high school educators that a "watered-down" version of a college-bound curriculum was satisfactory for those who would not enter college. Riots, fires, parent protests disproportioned non-attendance forced adjustments in this thinking. Curricula revision to provide vocational programs for students with special needs became a pressing concern and educational administrators turned to the State Department of Education for assistance. The following thrusts were made to meet the critical needs:

1. The Consultant for Vocational Programs for Students with Special Needs was assigned to work specifically as a program developer for the seven large urban communities in the State.

2. A concerted effort was made to provide summer education activities. Occupational training opportunities, work experience, and work-study programs were expanded in the cities in an effort to reduce the crises of a "long hot summer."

3. Business, Industry, and Labor were involved in efforts to provide cooperative job training opportunities for "disadvantaged" youth. High schools opened up new and mean-

ingful courses to meet the critical situation. Released time schedules to permit on-the-job training was adopted by many heretofore provincial schools. Trade and Industrial Programs increased by more than 200% from 13 to 29. Student trade and industrial enrollment on the previously academic high schools increased from 775 to 1740* young men and women.

4. The increase of attention on vocational education and the updating of Business and Office Education with data processing and similar modern equipment attracted an additional 2478 students in the high schools of the State. Several "salvage" programs for students who are unable to master typing in the usual course have been developed. These special students are usually academically disadvantaged and need specialized attention.

5. Distributive Education increased by 5 programs, from 35 to 40. Enrollment increased from 2009 to 2530.

6. Health Services Programs increased from 8 to 13 with enrollment increasing from 156 to 264.

7. Gainful Home Economics Programs increased from 15 to 16 but enrollment nearly doubled from 347 to 748.

This has been a year of critical evaluation and consolidation of gains. Teams composed of a Program Developer and Subject Area Specialists constructively evaluated all "Special Needs" programs to determine if they were: (a) meeting their stated objectives and (b) functioning on a reasonably efficient level.

Because of the limitations imposed this year by the unavailability of funds, the major thrust of activtiy by the State Department of Education, Vocational Division, has been to concentrate on consultative services for the development and improvement of programs. The concentration of Program Evaluation and increased consultative services has resulted in some decided improvements; notably: more active local Vocational Advisory Committees; better identification of students; more effective curricula and teaching techniques; and finally economically more efficient programs.

*While these figures, and those that follow, are figures for all the local school distics of the State, it should be noted that the major increases were in the urban communities and primarily "Special Needs."

At the instigation of the Director of the Vocational Division of the State Department of Education a top level meeting of Directors of other Divisions of the State Department of Education was called to consider how the efforts of all Divisions and Bureaus could be coordinated in a concerted approach to meeting the vocational needs of the "disadvantaged" population of the State. Out of this has come a Joint Action Committee which is currently structuring an organized approach to meeting the vocational needs of the physically and mentally handicapped, the socially, economically, and academically disadvantaged, both youth and adults.

DELAWARE

Introduction

Programs in Delaware for persons with special needs were expanded during the year, facilities and faculties were increased, and enrollments were enlarged. It is the philosophy of the Education Department to make opportunities as open - ended as possible. Emphasis is placed on encouraging each one to reach his potential. The rapidly expanding service fields offer considerable opportunity for employment, for those with somewhat limited educational abilities or goals, as well as offering substantial remuneration for the reliable well trained employee. Exploration is being made in those area in terms of job opportunities for both boys and girls.

Occupational Areas

Three schools operate for the trainable mentally retarded in the state, and have reimbursed programs for students learning saleable skills. A correctional school for girls receives supervision in Home Economic, including vocational courses, to train girls in the areas of food, clothing, dry cleaning, and laundry establishments. There are also special classes in the regular high schools to meet the needs of the academically disadvantaged youth who are taught by the Home Economics teacher. Many other classes for the socio-economically handicapped operate through special funds made available from State and other services. A number of experimental and pilot projects for persons with special needs have been developed throughout the year in the local school district through the leadership of the Research Coordinating Unit.

These programs are expected to be put into action during the remainder of FY 1969. Under the Rehabilitation Service 730 persons were rehabilitated during the year. Two very large schools have developed projects for socio-economically disadvantaged youth of an occupational orientation nature, based on the State Department and University of Delaware federal supported plan for demonstration classes for teachers of rural low achieving disadvantaged junior high school youth. Both projects have been funded under Elementary and Secondary Act funds, Title I and III respectively. In addition, special summer programs were provided for vocational students needing help in developing their skills and abilities. In the field of Vocational Agriculture a half-time supervisor has been employed to carry out the state work-study program. All Distributive Education instructors are being assisted to adapt their methods to persons with special intellectual needs and talents. Cooperative work programs are geared to helping those with financial needs. A plan is underway to explore the potential of under-achievers and include them in the Medical Assistant's program. The Manpower Development and Training programs will continue to focus on special needs and consultants will be employed to assist with in-service education for teachers of students with special needs. Planning is underway to provide industrial orientation for boys and girls in seventh, eighth, and ninth grades who are potential dropouts. They will enter a program at a common center, be trained in related basic skills will be provided special motivational opportunities, and released for entry into a regular vocational program at the tenth grade level. Under Research Coordinating Unit sponsorship, a series of pilot projects are being proposed to provide occupational orientation, remediation, and work experience as a means of motivating students with special needs. The majority of these proposals call for at least one additional teacher. A neighborhood Youth Corps project has been funded to provide half-time supervisory service in conjuction with the work-study program to serve 100 needy in-school youth in Kent and Sussex Counties. At least two coordinators will be needed for this work.

During the summer of 1967, 740 pre-school and elementary migrant children were served in eight centers under OEO, Title III grant of $116,469 in a comprehensive program of health, soical services, education, and cultural enrichment. This summer pre-school programs also operated during July and August 1968, under OEO funding. Staff needs include a coordinator, seven nursery school teachers, four social workers, four nurses, fourteen day care workers and fourteen child care aides training under Manpower, a possibility exists that some adult classes may need to be staffed for adult migrant population.

A series of proposals for pilot and experimented programs have been developed under the sponsorship of the Research Coordinating Unit. All are occupationally oriented and deal with programs for persons with special needs. Means of funding them for the coming year are now being explored. Emphasis will be placed on improving teaching aides and specialized experiences such as field trips with occupational purposes.

Post-Secondary and Adult Education

At the Kent Vocational-Technical Center, near Woodside, the adult enrollment (persons with special needs) has increased from 135 (end of FY 1968) to approximately 300 as of this date. Last week (January 1969) twelve new adult courses commenced and are reflected in the increased enrollment above. They are as follows:

Blue Print Reading, Machinist
Commercial Art
Advanced Data Processing
Advanced Electronics
Interior Design
Plumbing and Heating
Printing
Refrigeration
Advanced Welding
Furniture Finishing
Bookkeeper, Small Business
Refresher, Shorthand

In addition, since September of 1968, the adult enrollment at the Sussex County Vocational-Technical Center has increased (adults with special needs) from 120 to approximately 168. This is as a result of three additional programs as follow:

Auto Mechanics
Health Aides (Gatby Cut-Off)
Pipe Fitters Apprentice

A number of new programs have been commenced at the Southern Branch of the Delaware Technical Community College. They are as follows:

A "general studies" program has been started with 118 students in September of 1968. This could be referred to as a pre-technical engineering program for youth who either have or have not completed high school. The objective is to upgrade verbal, mathematics and physical science skills through programmed instruction. Part of the screening is through the DAT series. Known weaknesses are also considered. Twenty-five (25) of the 118 have qualified for and are now participating in and have advanced to the Business and Engineering Technical Curriculum.

A program,"Learning or Writing Laboratory"with two possible routes Technical Business Writing or Engineering Technical Report Writing have commenced with approximately 120 students.

In addition an information oriented library technician program has recently commenced with such program having two options; (1) educational, (2) institutional. Those completing the program would be capable of serving as librarian technicians either in educational facilities or institutional (other than education) facilities. Forty-three (43) students are now enrolled.

A "Word Processing Laboratory" which includes instruction in typical reproduction equipment (Multi-lith, Mimeograph, Xerox, Ditto, etc.) and instruction in the use of the Magnetic Tape Selectric Typewriter with Magnetic Memory Systems is now part of the Delware Technical and Community College curriculum. This program started in December of 1968 and is serving approximately 55 special needs students.

Research Activities

A. Materials developed in Delaware under Vocational Education - Special Needs -

1. Resource Papers on the Disadvantaged, (a) distributed to all school administrators and guidance counselors during the year, (b) used as background papers in three county Leadership Workshops on programs for persons with special needs and (c) provided for county workshops for Title I ESEA teachers and aides.

2. Organizational Forms for In-Plant Training Needs - Dr. Fred Finsterback - ORCU.

3. Occupational Information in the Elementary School.

4. Understanding Cultural Values Series - (Expected by the Research Coordinating Unit)
   Series 1 - 2 - 3 - 4 - 5

   Distributed to all school administrators and counselors - used in: the three special needs workshops and the three county Title I ESEA workshops.

5. Excerpts from a presentation by Congressman Augustus F. Hawkins, (California) to the National Workshop on Vocational Education for Persons with Special Needs.

6. Orientation Conferences: The Cultural Values and Special Needs of Disadvantaged Persons.

7. Reproduction of Pre-Vocational Material - Occupational Education - a set of ten - developed by teachers and junior high school youth under a 4-C grant, in an Institute on Rural Low Achieving Disadvantaged Junior High School Youth. Materials used for migrans children and pre-vocational classes.

B. Special Innovative Programs Developed and Funded -

1. A Building and Grounds Training Program for Low Achieving Students at the Kent County Vocational-Technical

2. A Program for Custodial Training for Special Class Students at the DeLa Warr High School, New Castle, Delaware.

3. A Program for Vocational Training of Educable Mentally Retarded Children at the Brandywine Springs Junior High School in the Area of Food Service With Emphasis on Curriculum Development.

4. Elimination or Reduction of Dropouts by Providing a Curriculum Involving a Cooperative and an Exploratory Work-Study Program to Fit the Needs of the Non-Academic Student - School and Work Experience Program (SWEP) - Junior High School level.

C. Migrant Education -

1. Progress Report on Migrant Education - 1961 - 1967.

2. A Directory of Services Available to Seasonal Agricultural Workers in Delaware.

3. A Demographic Study of Farm Migrants in Delaware.

4. An Approach to Migrant Bilingual Education.

5. Our Young Visitors - The Story of Delaware's Educational Program for Children of Migrant Agricultural Workers.

D. Other Materials Secured and Dissenimated - for educational purposes:

Three special needs workshops

Three ESEA Title I summer workshops.

Fieldman, Marvin J., Making Education Relevant. New York. The Ford Foundation 1966.

Ford Foundation, The Society of the Streets. New York 1965

Kemp, Barbara, The Youth We Haven't Served. Washington. Department of Health, Educational and Welfare, U.S. Office of Education.

National Outlook Conference on Rural Youth. Four Parts Reports - Health Services, Employment , Education, Migration, Environment. Conference cooperatively.
Sponsored by: Department of Agriculture
Department of Interior
Department of Labor
Health, Education and Welfare
Office of Economic Opportunity
Presidents Council on Youth Opportunity

New Jersey Education Association. The Disadvantaged Child A Program for Action. Trenton

Page, Ray, Counteracting School Dropouts. Springfield, Illinois Curriculum Program. Research Report. 1967.

University of the State of New York and the State Education Department, Bureau of School and Cultural Research. The Education of Disadvantaged Children. A Survey of The Literature. Albany. 1967.

U. S. Department of Health Education and Welfare. Educating Children in the Middle Grades. Washington 1965.

E. Adult Education Programs and Services -

Adult Education programs operated in the extended service area of vocational education.

1. A Directory of Adult Education Programs and Services, 1967.

In Delaware, a number of staff people have worked on programs for persons with special needs. You will observe the very active role which has been played by the staff of the Research Coordinating Unit.

DISTRICT OF COLUMBIA

Introduction

The Armstrong Adult Center has in the past conducted the majority of programs for adults with special needs in the District of Columbia. However, an assessment of student population in the five secondary area vocational schools has indicated that changes need to be made in many of the trade areas originally designed to serve the vocationally talented.

In FY 1970 a vocational program for physically handicapped youth will be conducted at the Sharpe Health School through a cooperative endeavor with vocational rehabilitation and the general education division of District of Columbia public schools.

Occupational Areas

Vocational Trade and Industrial classes will house special education and special needs students in dry cleaning and foods classes in FY 1969.

An experimental class in auto-mechanics utilizing the systems approach is being conducted FY 1969 in the Phelps Vocational School for students with special needs. The success of this program provides empirical data to support skill training programs in other trade areas.

Practical Nurse programs in the secondary level FY 1970 will be conducted whereby the students (11th and 12th grade) will receive diplomas from their academic high schools but will be trained in the M.M. Washington Vocational School.

A pilot basic learning laboratory, which is in addition to the already established laboratory at Bell Vocational School, was established September, 1968 at Chamberlain Vocational School. This project was instituted to utilize the great opportunity for supportive learning through the use of programmed media in reinforcing the educational deficits shared by those learners who are educationally retarded.

The Home Economics Department is presently operating classes for 614 adults in clothing, foods, and home management. Most of these programs are housed in community centers, settlement houses, and homes for pregnant girls.

The Community Adult Learning Laboratory, housed in the Library of the Armstrong Adult Education Center, opened to students October 2, 1967. Dubbed Project CALL 232-5613 (Community Adult Learning Laboratory), the Laboratory operates fourteen hours a day from 8:30 a.m. to 10:30 p.m. The general aim of Project CALL is to provide adults an opportunity to study at their own convenience the courses they need for advancement or personal improvement by using programmed instruction. The staff includes 6 coordinators and 1 counselor working full time, 1 coordinator and 1 counselor working part time, and a supervisor --- as an Assistant Director of the Adult Basic Education Program. Three of the six coordinators were teachers in Project Interchange with NEA at the Job Corps Conservation Center at Blackwell, Laona, Wisconsin during the school year 1966-67.

Three hundred ninety-five persons have registered in Project CALL. Of this number, three hundred sixty-two (157 male, 205 female) were recruited through referrals of MDTA and WTOC programs, NYC, U.S.E.S., D.C. Public Library, Recreation Department, and counselors in the Adult Basic Education program.

The instructional materials used in tha laboratory are programmed. They were recommended by Dr. Edward T. Brown, who established the fundamental learning laboratories in North Carolina. In addition to using programmed materials, Project CALL students receive individualized instruction and tutoring in the basic subjects from the coordinators.

Programs offered in Project CALL include coverage in broad subject areas as (1) Reading and Language, (2) Mathematics, (3) Social Studies, (4) Science, (5) Foreign Languages, and (6) Academic Skills -- how to study; how to use maps. A strong component in Project CALL is the counseling and guidance effort. The world or work, consumer education, personal and family living, civic education, and human relations are greatly emphasized in the Basic Education segment of the programs.

Student progress is described in part by the schedule that follows:

1. Average educational advancement in grades
   a. Reading - 1½ years in 6 months
   b. Mathematics - 2 years in 6 months

2. GED tests successfully completed -- 2

3. Number who received high school diploma -- 17

4. Number who passed clerical or civil service examination -- 43

5. Number accepted in college -- 3

6. Improvement of grades in course work -- 50

Project CALL is under the general administration of the Department of Vocational Education and the immediate administration of the Principal, Armstrong Adult Education Center.

FLORIDA

Introduction

The 1968 Report reflects the status of special vocational programs in Florida at the time of writing and some plans, indications and implications for the immediate future.

Since the 1968 Report, the Division of Vocational-Technical and Adult Education has continued to provide leadership and funding for programs in the various school districts.

At the state level, a Special Needs Council, consisting of representatives of the various services of the Division of Vocational-Technical and Adult Education has been formed. One of the Tasks: to cooperatively develop guidelines for special vocational program operations in Florida. These approved guidelines, "Guidelines and Criteria for Developing Vocational Education Programs for Persons With Special Needs," are in use.

The Special Needs Council also works cooperatively with the Research Coordinating Unit Council in identifying research areas needed and in program coordination.

Program initiated for handicapped students

The programs for exceptional children which have previously operated in Pinellas and Hillsborough counties are continuing to receive funding support for horticulture programs. A new program for educable handicapped grades 7-12, has been initiated in Charlotte County, Punta Gorda. Guidance, health education, basic educational improvement are provided with vocational activities which include: small gasoline engines, appliance repair, office production, horticulture and home economics.

Programs for the disadvantaged other than physically or mentally handicapped

Douglas MacArthur School continues as previously reported. Southwest Junior High School, special project, Melbourne, Florida, continues with local support with a new occupational program, Diversified Mechanics Manatee Project - Vocational-Technical Center, Bradenton - a multi-occupational program, continuing and expanding. Booker T. Washington Junior High School, Miami - multi-occupational, reviously in operation, but now with emphasis on pre-vocational and vocational education.

Programs initiated since the 1968 Report:

Clearwater Comprehensive Junior High School, Clearwater, Florida. The VTAD assists in funding this program and also a summer all-faculty workshop.

Sarasota County, special programs, programs for select junior high school students in vocational areas: Horticulture, home economics, work-experience and industrial.

Columbia County, Lake City, Florida, a project for the disadvantaged; experimental project for the central purpose of facilitating a better understanding of the inter-relationship of school, employment, and self of culturally disadvantaged junior high school students. Polk County, Bartow, Florida, six new programs for identified junior high school potential dropouts. Horticulture - Mechanics.

Escambia County, Pensacola, Florida. Beginning, January 1968 with a pilot program for dropout prevention.

The Junior High School Work Experience Program, state wide. This program provides occupational training in broad employment fields of whole sale trade, general merchandising, food and other retailing, automotive service, restaurant work, and others.

The Junior High School Work Experience Program has expanded in operation since the 1968 Report from programs in 14 districts to 97 programs in 21 school districts and serves approximately 1350 students with special needs.

Dade County, Miami, Florida represents the greatest growth in programs for youth with special needs which now totals 60 special vocational programs for junior and senior high school students. These programs are operating in 45 school centers. The occupational areas included in these programs are: horticulture, agriculture, custodial service, and building maintenance, service station, sale and service, diversified mechanics, elector-chassis, assembly, power sewing, and work-experience programs.

Cooperation with other agencies

Local educational agencies are combining Vocational Rehabilitation Services and Vocational Education with Special Education.

The resources of Vocational Education are combined with the provisions of ESEA at local levels.

State level cooperation with other agencies include: O.E.O., M.D.T.A., Division of Youth Services (correctional), Florida Agricutural Extension Service, Housing and Urban Development and other agencies of state government.

Personnel changes affecting persons with special needs

The Educational Improvement Expense Fund as enacted in 1968 has resulted in the placement of addtional guidance counselors and psychologists in various schools. Through increased funding through vocational and other sources, additional special vocational teachers, coordinators, and supervisors have been added in local school districts.

Teacher Education Activities

A series of state-wide conferences of junior high work-experience coordinators was held for curriculum development. The curriculum is to be field tested and evaluated.

A Summer workshop was conducted in Polk County for special needs, Vocational Agriculture for teachers and administrators.

Correctional Institutions

The Division of Vocational-Technical and Adult Education is represented on an advisory committee for the Division of Youth Services (a state agency representing institutions of correction) in the capacity of vocational consultants.

Enrollment data, special classes by occupational areas;

Secondary:	Industrial	1,125
	Agriculture	673
	Junior High Work Experience	1,353
	Home Economics	150
	Health	35
	Estimated students in regular vocational classes receiving special services	2,000*
	Adults in special vocational classes of programs	2,542*
	TOTAL of all Classifications	7,878

*Estimated

There are several on-going research projects in special needs area. They have not been evaluated.

Plans for FY 1969, Vocational Education, Special Needs

1. Continue Junior High Work-Experience Conferences for Curriculum Development.
2. Identify additional areas for research
3. Enlarge the Escambia project
4. Promote new programs both in participating school districts and in non-participating school districts.
5. Emphasize vocational programs for youth and adult with special needs and implement the provisions of the amended Vocational Act of 1968.

GEORGIA

Introduction

Early in fiscal year 1968, a state supervisor for Vocational Education for Persons with Special Needs was appointed. The position was vacated shortly thereafter. The position was refilled in December of 1968.

There has been little or no change in the philosophy in the department since that time in that, Program Development continues to be both from within traditional service areas as well as programs without special emphasis to subject matter fields. The Special Needs supervisor works as a consultant to other State Department Heads in establishing classes and is responsible to the State Director for Vocational Education through the Associate Director for Vocational Education, Leadership Services and Guidance.

Signgificant Achievements or Special Accomplishments since the February 1968, Report

The February, 1968, Report listed three primary objectives as follows:

1. To establish a task force committee with two approaches;
2. To establish programs in each of the subject areas in Vocational Educational; and
3. An across-the-board program which would not emphasize a particular subject matter field.

A task committee was not established as the Division of Vocational Education has undertaken to develop a Master Plan which would lay the ground work in all areas of Program Development. It was decided that the appointment of a task force should be delayed until the Master Plan Committees and Sub-Committees had identified gaps and made specific recommendations for overcoming these gaps. The first phase of the Master Plan (Status of Vocational Education in the State of Georgia) has been completed and the second phase implemented at the time of this writing. One of the primary tasks for the Sub-Committee on Special Needs during the second phase of planning will be to revise the operational procedures for developing Special Needs Programs.

In the Phase I it was recommended that a sub-committee be appointed for Special Needs. This sub-committee has been appointed and has met on one occasion for the purpose of developing an operational procedure for program development.

2

We have a rough draft from the committee. However, it has not been reviewed by all the program supervisors for their reactions and recommendations. When the task is completed, I will be happy to provide you with copies of this document. The following areas are to be explored in some depth.

A. A definition of Special Needs Students
B. Approaches for providing vocational education to students identified as having special needs.
C. Elements to be included in a Special Needs Program
D. Teacher training for vocational teachers and others working with Special Needs Students.
E. Establishing and supervising Special Needs Programs
F. A reporting system for Special Needs Students from local to the state level.

A great deal of emphasis has been given to providing Vocational Education for Persons with Special Needs from within the Division. Several Division and Staff Meetings have been held--with individual program supervisors stating specifically what types of programs and services they plan to institute when additional funds are made available. Although many programs are now serving individuals with Special Needs, we have not instituted a method for reporting these. Hopefully this will be accomplished during Phase II of the Master Plan.

Post-Secondary Programs

Activities for handicapped or disadvantaged students with physical or mental handicaps not requiring the services of Special Education which have been initiated since February, 1968:

In September of 1968, four pilot programs at the Post-Secondary Level (area vocational-technical schools) were initiated. This program is a Work-Study Program consisting of Basic Education, Job Orientation and Counseling, and General Vocational Training. This program was designed primarily for any and all students who could not qualify for an existing program. It is highly individualized--a maximum of 12 students to a class.

The teacher-coordinators of the program have all had some degree of training in the behavioral sciences which enables them to work on inter-personal relationships. The Coordinators were chosen for the program primarily on previous experience and background. The vocational training is accomplished through hiring existing instructors for extra class periods to teach basic skills in trades and occupations requiring minimal academic proficiencies. Students attend classes full time for eight weeks, at which time they are placed on jobs of a semi-skilled or unskilled nature. The Coordinator of the program provides extensive on the job follow-up for a period of approximately four to five weeks and then tapers off as the needs decline.

Students in this program have been primarily mentally handicapped (Median I.Q. 71); however, many could be classified as socio-economically handicapped. Of the 69 students enrolled during the first quarter of the school year, only four had physical handicaps of a signigicant nature.

Occupational Areas

In addition to the pilot program at the Post-Secondary Level, several programs have been initiated at the High School Level. Distributive Education has implemented a modified Distributive Education Program for Special Needs students with added emphasis on grooming, attitudes, responsibility, etc. Vocational Agriculture, Trades & Industry, Home Economics and Business Education have all implemented programs to various degrees.

A pilot program which utilizes Industrial Arts and Home Economics as the vehicle for making academics more meaningful to youth who are alientated from school and are potential dropouts was initiated in a rural high school. The teacher-coordinator in this program seeks to instill a more positive self-image with the student--Work experience, field trips, and individual counseling has provided meaning and holding power for this group.

Instances of cooperation with Other Agencies

At present Operational Procedures are being drawn up which would involve Vocational Rehabilitation in the evaluation and certification of students for Special Programs.

Personnel Changes affecting Persons with Special Needs

As previously mentioned, persons with background training and experience in the behavioral sciences have been utilized in filling teacher positions in the pilot programs initiated thus far. The new State Supervisor for Vocational Education for persons with Special Needs is Mr. Kenneth Reynolds.

Teacher Education Activities

The State Supervisor has attended two workshops one of which was the National Conference held in Washington in February, 1968. He has participated in a panel on the Disadvantaged at the American Vocational Association Convention in Dallas, Texas, and conducted two programs for local teachers. Two divisional staff meetings have been devoted to Special Needs. Reports of pilot programs were given and discussions held on various aspects of these programs.

Work done in Correctional Institutions under the Vocational Education Act.

Vocational Education along with Vocational Rehabilitation has implemented a rather extensive program at Alto, Georgia. Students are referred to the Vocational Rehabilitation Evaluation Center from the main institution for extensive evaluation, which includes Medical, Psychological, Social and Occupational. After a determination of the clients aptitudes, interests, dexterities, etc. are ascertained. The client is enrolled in some area of occupational training or skilled training. Plans are presently being formulated to conduct workshops for vocational instructors in the area of human behavior in order that they can become more competent in the area of treatment techniques for these young offenders.

Enrollment data on Vocational Education Programs for Persons with Special Needs.

Approximately 700 students are enrolled in Vocational Education programs in the state at present.*

Successful completion of significant research in the state since February, 1968.

Six pilot programs were initiated in September, 1968. Data is being collected in these programs and will be collected and analyzed at the completion of the school year.

*Exact figures are not available since guidelines have not been completed for identifying students.

Significant plans for Vocational Education programs for Persons with Special Needs in Georgia for fiscal year 1969

Each program supervisor has made specific plans for initiating programs within service areas. A massive effort is being made by the Master Plan Committee to study the needs and recommendation for future program development. Operational procedures are being drawn up, brochures are being developed, and some sound planning is being accomplished.

HAWAII

Introduction

A state level study is underway involving most State and local agencies, private citizens and interested groups which will result in a Rehabilitation Master Plan for the State. The plan is expected to include vocational education needs for persons in the special needs catergory.

This study is not completed to date; a plan is evolving but as yet not fully developed.

Programs in Correctional Institutions

The vocational programs for potential prison parolees will be expanded to include carpentry and diesel machanics.

The vocational program for potential prison parolees now includes carpentry but diesel mechanics was not added. The Capital Improvement budget for the Department of Social Services (including the Prison System) included facilities for diesel machanics next year. It is hope that the diesel machanics program will be added by FY '71.

An experimental program at Waipahu High School for food service has been conducted during the past year for students with special needs, particularly those identified as potential dropouts.

Waipahu's program is a continuing one and no longer an experimental one. In the new secondary school program in vocational-technical education now being planned, the Waipahu type of program will be included for statewide implementation.

Cooperation with Other Agencies

In cooperation with the vocational rehabilitation agencies, the students with special needs were enrolled in the Maui Community College and the Hawaii Technical School as well as certain kitchen operations training which was conducted at the Kapiolani Community College.

Special arrangements will continue to be made to absorb special needs students in the post-secondary vocational-technical institutions in the state.

Personnel Changes

The newly appointed State Director is Samson Shigetomi, who is an employee of the University of Hawaii. The State Board for Vocational Education is also the Board of Regents of the University of Hawaii and the State Director then is attached to the University of Hawaii. This administrative change became effective on July 1, 1968 by State Law.

Prevocational Programs

At the secondary level there will be two distinct programs especially for Special Needs students. They are:

I. The Pre-Industrial Preparation Program

The Pre-Industrial Preparation Program Sub-Element is that part of the Breparatory Vocational-Technical Program Element through which the individual will improve his basic verbal, scientific and mathematical skills by correlating the concrete occupational experiences to these basic skills. Entry level job tasks and skills are the by-products of this sub-element. The Pre-Industrial Program Sub-Element will serve the academically deprived students such as the disadvantaged, the under-achievers, and the culturally deprived. (8.87% of total 10th - 12th grade population.)

II. The Occupational Skills Program

The Occupational Skills Program Element is that phase of the total secondary Vocational-Technical Education Program designed to prepare individuals identified as learners with limited abilities, such as the mentally retarded educables, to perform tasks belonging to a job family under close supervision. The physical and interpersonal job skills are also included and emphasized. The percentage to be served through this program element is set at 5% of the total 10th - 12th grade populations.

IDAHO

Introduction

Vocational Education is cooperating with many agencies in the development and operation of prevocational programs for persons with special needs. Physically handicapped persons have been enrolled in regular programs of Vocational Education for many years. Close working relationships are maintained with the Department of Vocational Rehabilitation and the State schools.

Occupational Areas

An inter-school district vocational skill development cooperative program designed to meet the needs of students from eight school districts continues to operate effectively with 19 students enrolled.

An Inter-School District Vocational Skill Development Program

Purpose

The program is designed to meet the educational needs of borderline students and dropouts from school districts located in a geographical area within commuting distance of each other. The objective is to develop the occupational skills of the enrollees for successful job entry and to prepare the individual to assume normal social relations.

Program Operation

1. A preliminary survey of eight school districts revealed many students unable to compete in the academic area because of socio-economic and mental handicaps.

2. The students were, in general, hostile and in conflict with the home, school and society. A number were dropouts and had police records.

3. Cooperating agencies are: eight school districts, the Department of Employment, the Learning Center for Exceptional Children, employers, and the State Department of Vocational Education.

4. Vallivue School District No. 139, Caldwell, Idaho is the sponsoring district. The sponsoring district assumes responsibility for:

    a. Maintenance of records and personnel files.
    b. Providing necessary facilities
    c. Providing and directing the services of a teacher-coordinator.
    d. Supervision and conduct of the classroom activities.
    e. Accountability for students referred and placed in the program.
    f. Screening and **counseling** students in cooperation with the Caldwell Exceptional Child Center and the Department of Employment.
    g. Consummation of parent, trainee and employer agreements with school district.
    h. Preparation of job analysis and on-the-job instruction program.
    i. Selection of training stations to meet individual need.
    j. Preparation and summation of reports and records as required.
    k. Continual evaluation of student's progress and training program.
    l. Acquisition of regular employer-trainer reports on student progress.
    m. Follow-up on students completing or leaving program.
    n. Issuing certificate of completion to indicate student's capabilities for employment.

5. The cooperating school districts are responsible for:

    a. The referral of students
    b. Providing for transportation
    c. The payment of tuition for their participating students.
    d. Consultation and cooperation with the sponsoring district, advisory committee, employers and teacher-coordinators.

6. Employer responsibilities are to:
    a. Provide a work-training program, proper instruction and supervision of the student-trainee.
    b. Cooperate with the teacher coordinator in correlating the on-job and classroom instruction.
    c. Provide safe and healthful working conditions
    d. Pay the student-trainee in accord with the competency of the student.

7. State Vocational Department:
    a. Provides consultative and supervisory service.
    b. Assists in financing and the excess costs of conducting the program.
    c. Evaluates program.

8. Employment Department:

   a. Assists in counseling and testing.
   b. Placement for employment

9. The Learning Center for Exceptional Children:

   a. Assists in counseling and testing
   b. Provides special audio-visual equipment.
   c. Assists with remedial teaching.

General Information

1. Students are 16-21 years of age, in-school or out-of-school youth having mental, physical, emotional, and socio-economic handicaps.

2. The teacher-coordinator was selected on the basis of being able to work with the students. He is a retired young businessman and reserve army officer without a degree in education or any educational experience except as flight instructor in the service. He wins the support and respect of students, parents, employers, and all with whom he works.

3. Nineteen students were enrolled. Sixteen of the students had been involved in infractions of the law to some degree-five of the sixteen were on probation, and one was a ward of the court.

4. Instructional methods were informal, relaxed and practical.

5. Earnings varied from 50 cents to $2 per hour.

6. At the end of the year, fifteen students were employed. One had been placed in the State Youth Training School for wayward youth.

7. The program has been a success. It is reasonable to believe that nearly every one of the students would have continued to be a school and social problem without the program, whereas nearly all have taken positive steps towards becoming responsible, productive citizens.

8. The teacher-coordinator will continue periodic contact and supervision of students completing the course and will be available for consultation.

Each of the five Area Vocational-Technical Education Schools have employed an instructor to provide special instruction for students with educational deficiencies that would prevent them from succeeding in the regular vocational program. This instruction is given outside the student's regularly scheduled school day.

One area school offered a special summer program in basic and experimental Vocational-Technical Education, designed to improve the disadvantaged students chances for success in a regular program of Vocational Education. The 40 students completing this course were enrolled in regular Vocational programs in September.

Summer Program in Basic and Experimental Vocational-Technical Education

This summer program of instruction is designed to provide individuals with the skills that will meet their special needs. This basic education will be tied in closely with vocational offerings, making it more meaningful to the students.

The objective of this pilot program is to improve, through classroom instruction and over-the shoulder supervised study and instruction, the basic communication and mathematical skills of the individual enrollee. This will improve the enrollee's chances for success in a regular program.

The enrollee's vocational objectives will be a matter of record and the instruction will have direct application to his chosen field to study. Enrollees will be screened by the vocational-technical counselors to determine their ability to profit from this special instructional program.

Enrollment will be limited to 40 students: 20 in general vocational and 20 in technical.

This short program will offer pre-registration classes in the mathematical, study, and communication skills to students who can benefit from instruction related to the occupation.

New instructional innovations not generally used as common practice in today's schools will become an integral part of this program.

Basic education instructional materials and remedial instruction related to vocational training, including audio visual aids, will be used in the program where appropriate. Facilities to be used for this program will be provided by the School of Vocational-Technical Education.

Classroom, shops, and labs will be utilized whenever feasible.

Student Evaluation

No grades will be given. Oral evaluations will be available to each student throughout the program.

Registration Fee

Housing will be provided on campus, special effort is being made to provide food service for those students living in the dormitories.

Student Union

The Student Union will be open five days and evenings a week.

Student Health Services

During the summer the Student Health Service operates as a first aid station and an out-patient clinic. A physician is on call for consultation, referral, and emergency treatment. Continuing care is not provided by the Health Service, unless requested by the patient, and in such case the charges of the physician for such continuing care is to be paid by the patient. Services other than those mentioned above, such as hospital, laboratory, and X-ray expenses, are billed to the patient.

Summer Program in Special Needs

No credit
6 weeks - Labor Day, September 2, is a school holiday.
30 hours a week

Section I - Students who successfully complete this program will enroll in one of the regular full day preparatory vocational programs offered by the School. This section, with a maximum enrollment of 20 students, will commence August, 1968 and will hold classes for 6 weeks, ending September 11, 1968

An Employment Orientation Course is being offered by an area school through M.D.T.A.

An Auto Service Station Attendant Programs was started at an area school for persons with special needs.

Five vocational instructors scheduled to instruct such special needs courses as Adult Basic Education, Employment Orientation etc. have attended sessions at regional A.M.I.D.S.

Vocational Education will operate three full-time occupational training programs for inmates of the Idaho State Penitentiary. These programs were funded through M.D.T.A. and were developed in cooperation with the Department of Employment, Boise State College and the Idaho State Penitentiary. Approximately 45 trainees will be enrolled.

Thirty-six students identified as having special needs were enrolled in regular Vocational programs and given special instructional assistance. These students were prepared for single skill entry level of an occupation.

Vocational leaders in Idaho have determined that special programs for the disadvantaged should be of two kinds:

1. Special prevocational courses such as Adult Basic Education, Employment Orientation etc. that could correct the individuals' problem and prepare them for entrance into a regular Vocational Program.

2. Special vocational occupational programs that would prepare persons with limited abilities for employment in lesser skilled occupations.

At a meeting of the Idaho State Board for Vocational Education with local directors, area supervisers and state staff, held at Boise State College on November 25 and 26, 1968, the following plans for vocational education for persons with special needs were developed.

Special Needs Programs for the Disadvantaged

The question presented was:

"Are we going to water down high qulaity regular vocational programs to meet the needs of the disadvantaged and end up with an Ethnic Vocational Program or are we going to maintain the top level regular vocational education programs and develop Quality Special Needs Programs?"

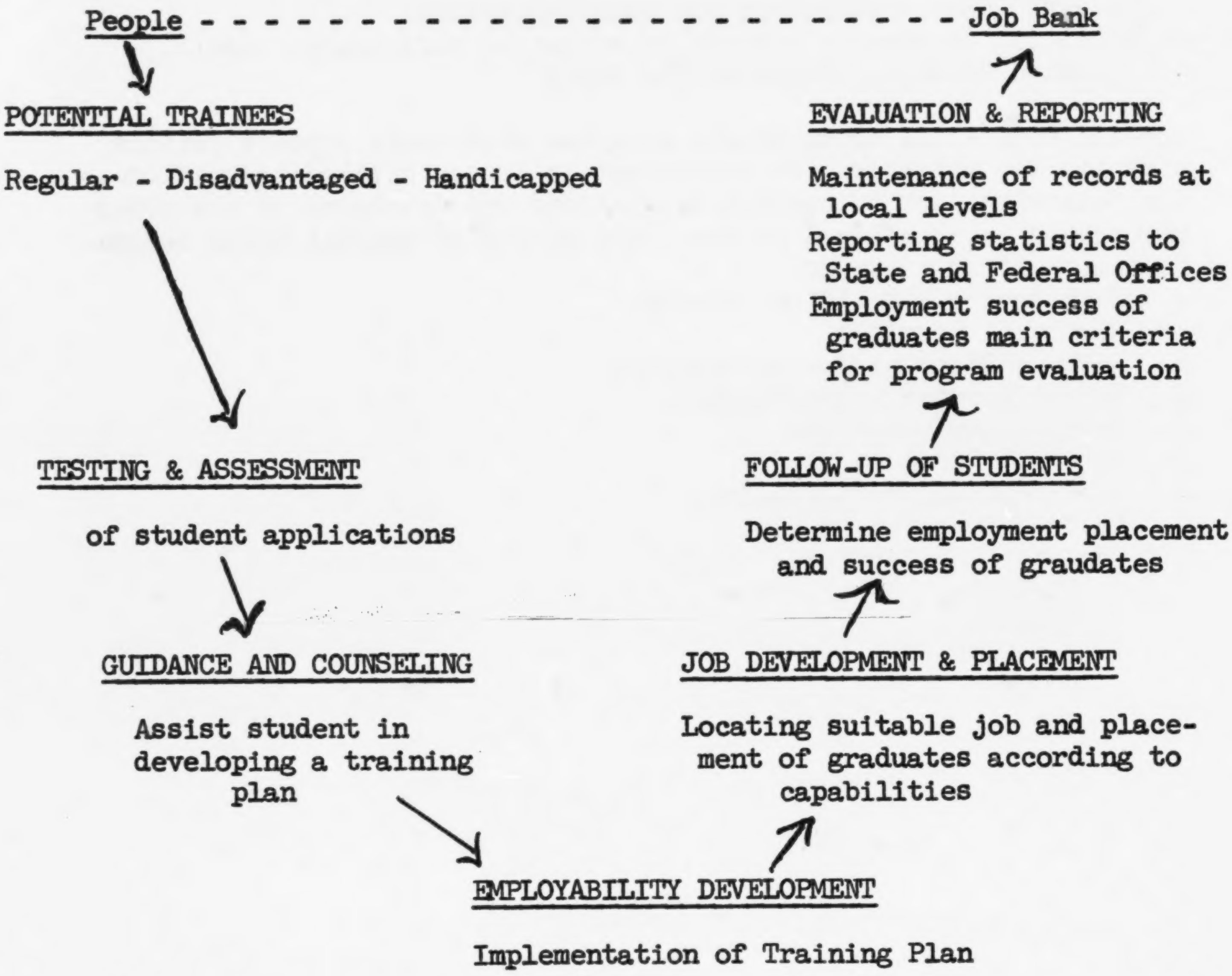
Special Needs Program can be of two kinds:

1. Special prevocational training courses that could correct the individuals' problem and prepare them for entrance into a regular vocational program. These prevocational special courses could include:

a. Adult basic education
b. Employment orientation
c. Occupational exploration and experimentation
d. Specific courses to correct an education deficiency. (math, related science, communication etc.)

2. Special vocational occupational programs that would prepare persons with limited abilities for employment in lesser skilled occupations. The following list of special occupations was developed by the group that could be considered in the organization of special needs occupational training programs:
   a. Maintenance - Building Grounds
   b. Custodial Services
   c. Highway Right-of-Way Maintenance
   d. Forest Service - Maintenance
   e. Recreational Services
   f. Personal Services
   g. Service Station Attendants
   h. Drafting Room Assistants
   i. Housekeeping Services
      - Nursing
      - Hospitals
      - Motels-Hotels
      - Homes

HUMAN RESOURCES DEVELOPMENT PLAN



People - Job Bank

POTENTIAL TRAINEES

Regular - Disadvantaged - Handicapped

TESTING & ASSESSMENT

of student applications

GUIDANCE AND COUNSELING

Assist student in developing a training plan

EMPLOYABILITY DEVELOPMENT

Implementation of Training Plan

JOB DEVELOPMENT & PLACEMENT

Locating suitable job and placement of graduates according to capabilities

FOLLOW-UP OF STUDENTS

Determine employment placement and success of graudates

EVALUATION & REPORTING

Maintenance of records at local levels
Reporting statistics to State and Federal Offices
Employment success of graduates main criteria for program evaluation

Suggested ideas for implementing plan on following pages

SUGGESTED METHODS AND IDEAS
FOR IMPLEMENTING
HUMAN RESOURCES DEVELOPMENT PLAN

1. POTENTIAL TRAINEES

Recruitment - Outreach

Regular

- Junior High Schools
- High Schools
  - Career Day Programs
  - Work with counselors
- Industry
- News Media (Days of Decision)
- Department of Employment
- P.T.A.
- Youth Clubs
- Occupational & General Advisory Committees
- Bureau of Indian Affairs

Disdavantaged

- Community Action Agencies
- Department of Public Assistance
- Courts
- Churches
- Service Clubs
- Homemakers
- C.A.M.P.S.

Handicapped

- Vocational Rehabilitation
- Counselors
- Churches
- Armed Services
  - Veterans Administration
- Health Agencies
  - State-Local

2. TESTING & ASSESSMENT

- Cumulative Records
- Aptitude Tests
- D.A.T.
- I.T.E.D.
- G.A.T.B.
- Kuder-Interest Inventories
- Personal Interview by
  - Vocational Guidance Counselor
  - Instructors

3. GUIDANCE & COUNSELING

- Interview by Vocational Guidance Counselor
  - Review results of tests, reports, records
  - Evaluation of interests
  - Evaluation of handicaps, if any (educational-socio-economic)
- Provide persons with occupational information
- Orient student on school, programs, procedures etc.
- Vocational Counselor assist student in developing a "Training Plan"
  - Could Include - Pre Vocational, Adult Basic Education, Employment Orientation, Occupational Exploration & Experimentation and Clinical Counseling.

4. **EMPLOYABILITY DEVELOPMENT**

(Implementing the Training Plan)
- Institutional training in occupation skills and knowledge at the Area Vocational-Technical Education School
  - a. Regular Vocational occupation programs
  - b. Special programs to meet needs of disadvantaged

Cooperative Training - (combination institutional and on-the-job)
On-The-Job Training
Financial Assistance
- Work-Study
- MDTA
- Department of Welfare
- Bureau of Indian Affairs
- Office Economic Opportunity
- Veterans Administration
- Vocational Rehabilitation

5. **JOB DEVELOPMENT & PLACEMENT**

Labor Force Projections
Follow-up studies
Advisory Committees
Employment Security Agencies
Service Organizations
Industrial & Business Organizations
Planning Agencies
W.E.P.
W.I.N.

6. **FOLLOW-UP**

R.C.U. & Committee
- Develop standard follow-up forms & systems & procedures
  - Explore available materials

Students
Instructors
Guidance Personnel
Advisory Committee
Follow-up of Dropouts
- Why did they dropout?
- Where did they go?

What did they do?

7. PROGRAM EVALUATION & REPORTING

Evaluation

- Program Evaluated by:
  - Advisory Committees
  - Teams
  - Supervisors
- Evaluation of:
  - Facilities
  - Curriculum
  - Equipment
  - Staff & Faculty
  - Instruction
  - Operational procedures (efficiency of operation cost to student & school)
  - Trainees (students)
    - Enrollment
    - Dropouts
    - Completions
    - Placement
    - Performance

    through

    - records
    - questionnaires
    - letters
    - personal contact
    - advisory committees

Reporting

- Why not a standard set of reporting forms to be developed by the state so the schools will know what kind of information is needed?
- Why not a yearly calendar so local administrators would be aware of what reports are due and when?
- Why not a standard student record and follow-up forms and procedures so kind of information needed would be available?

Appropriate record reporting systems will be neccessary to meet requirements for:

- State and Federal statistical reports
- Furnish information to State Board
- Develop immediate and long-range plans
- Furnish information to State and National Advisory Counsels

ILLINOIS

Introduction

Vocational education for persons with special needs continued to expand in 1969. The 1968 enrollments was 12,723 which included 4,748 students counted elsewhere compared to 10,979 in 1967. The total enrollment in Vocational Education in 1968 was 200,990 up from 180,696 in 1967. Special attention is now being directed toward pre-vocational programs which will prepare students 14 years old and over for entry into the regular vocational programs or to prepare for the world of work at job-entry levels. There are now fifty of these programs in operation in the State.

Occupational Areas

The accompanying tables show enrollments in occupational programs as of July 1, 1968. There were gains in enrollment from 1967 in all occupational categories except agriculture. Non-farm agriculture increased by 3,575 while production agriculture decreased by 3,661 for a net decrease of 86 enrollees in 1968. Cooperative work experience programs are operating in all occupational fields except Homemaking. This is true also of Adult Education programs, preparatory post-secondary and apprenticeable trades.

Teacher Education

The State Department of Vocational Education and Rehabilitation conducted five in-service workshops for teachers for the disadvantaged during 1968.

A conference for local Director of Vocational and Technical Education was held October 7, 1968 at Holiday Inn, East Springfield, to aid directors in operating and expanding their local programs for persons with special needs. Symposiums offered challenges and discussions about Federal and State legislation, Vocational Guidance, Vocational Teacher Education, Adult Education and Research. As of November 1, 1968, there were 38 local director on secondary level and 20 post-secondary.

Research

The Research Coordinating Unit has evaluated the Cooperative Work Training programs in Chicago and found them operating successfully and satisfactorily. Forty programs are in operation in Chicago and one hundred twenty are operating in other parts of the State for youth 16 and over in 25 occupational fields. Most of these are in semi-skilled or single skilled jobs. The Research Coordinating Unit has funded experimental projects and occupational orientation classes which give students experience in business operations. In Libertyville Illinois at the Highland Junior High School, a number of student stockholders managed and operated a number of money-making projects which should show the stockholders a profit. A store will sell school supplies and printed stationery prepared on offset and letter-press equipment. The class is restoring a wrecked Volkswagen which will be finished by the end of the term and put-up for sale.

The State Department of Vocational and Technical Education has prepared guidelines for initiating non-cooperative programs of vocational education for persons with special needs. This includes two suggested models. Model A, which prepares the disadvantaged student for employment in a one year program of 550 minutes per week or a two year program at 275 minutes per week. The program includes basic skills necessary for employment on entry level in a bonafide occupation; student orientation to employment and to opportunities for continued occupational training and retraining; simulated work experience or actual work experience and have flexibility so that a variety of techniques and personnel may be used to help these students.

Model "B" is intended to prepare the disadvantaged student for enrollment in a regular vocational education program. This program shall include student orientation to the local school vocational education courses and assistance in formulating an educational plan that includes enrollment in one or more of these courses. Extensive use of the guidance personnel is an integral part of the program. Considerable time should be spent in acquainting students with occupations of interest to them. Full use should be made of community resources and shop or laboratory experiences and some actual work experience should be included. Every effort should be made to prepare students to cope with requirements for satisfactorily completing the regular vocational program in which they plan to enroll.

The Research and Statistics Service has completed a final report on an experimental program in vocational education, summer 1967 in the Springfield School District # 186. This involved a six weeks summer program with a wide variety of educational activities for the disadvantaged student. Classroom instruction is occupationally oriented vocational skills and the presentation of meaningful vocational information was conducted by two teachers in a team teaching situation for each classroom. One class was oriented to the handicapped while the other was designed for the disadvantaged. Curriculum was developed and evaluated for the program. It was concluded that six weeks was not enough time to collect material required, the material presented to the disadvantaged must be different in format, reading level, and rate of presentation. A program of this type is highly recommended for students in special education, slow learners and underachievers in junior high school grades during the regular academic year.

A Research Report "Counteracting School Dropouts" has been published by the Illinois Curriculum Program. This attempted to identify the best practices for counteracting and preventing school dropouts. A survey questionnaire was sent to secondary school administrators throughout the State of Illinois. A total of 474, or 72% were returned. The responding schools indicated enrollments: 49% were under 500 pupils; 30% between 500 and 1,499; 17% served 1500 to 2,999; and 4% enrolled 3,000 or more. Three-fourths of the schools were public comprehensive schools, grades 9-12. Specific programs investigated were:

1. Work-Study and vocational programs
2. Special classes and curriculum in regular school day
3. Summer school and Summer projects.
4. Evening or after school programs.
5. Special programs sponsored by or involving the community and family.
6. Special use of staff and staff training programs
7. Special use of facilities

The conclusions of this study are revealed in the six recommendations:

1. That school districts be encouraged to develop programs which can help reduce the number of dropouts.

2. That local school districts give high priority to organizing programs and services as early as possible in the child's experiences to help prevent school dropouts.

3. That through the Office of Superintendent of Public Instruction personnel in school interested in introducing programs to counteract dropouts be brought in contact with schools which are operating effective or promising programs.

4. That through the Office of Superintendent of Public Instruction assistance be given to any school in planning and implementing programs for reducing the number of dropouts. Individuals from schools where such programs are operating effectively should be called upon by personnel in the Office of Superintendent of Public Instruction to assist in such planning.

5. That arrangements be made with schools conducting effective programs to have interested administrators and teachers from other schools visit and observe thier program in operation.

6. That the Office of the Superintendent of Public Instruction support legislation which would provide financial assistance to schools planning to initiate pilot programs or to expand existing programs and services to counteract the dropout problem. The questionnaire data is summarized in tabulated form for pertinent information on practices for counteracting school dropouts. An excellent bibliography of selected items on the problem of the dropout is included.

The Illinois State Staff, also published in August, 1968, a bulletin on "Essentials and Requirements for Programs of Vocational Education for Persons with Special Needs." This is for use of local school districts which want to initiate programs for persons with special needs.

Plans for the Future

Continued expansion of special needs programs is anticipated for the balance of FY 1969 and in FY 1970. Pre-vocational programs for 14 and 15 year-olds have increased to fifty in the State during the year. They will continue to expand. There is continued cooperation with all agencies working in City ghetto areas. Fifteen low-key clerical programs are now in operation in Chicago. Plans are being developed to expand Exploratory Vocational Guidance Centers in Chicago Public School System during the year, with special emphasis on potential dropouts and other disadvantaged students.

TABLE I

VOCATIONAL ENROLLMENTS 1965-1968

EDUCATIONAL LEVEL	1965 Enrollees		1966 Enrollers		1967 Enrollees		1968 Enrollees	
	Number	%	Number	%	Number	%	Number	%
TOTAL	149,442	99.9	153,392	100.1	180,696	100.5	200,990	100.0
Secondary	81,323	54.4	92,594	60.4	112,209	62.0	128,759	64.0
Post-Secondary	2,092	1.3	3,673	2.4	9,989	5.5	23,109	11.5
Full-Time					(7,861)	(4.3)	(13,325)	(6.6)
Part-time					(2,128)	(1.2)	(9,784)	(4.9)
Adult	57,695	38.6	47,817	31.2	47,519	26.3	41,147	20.5
Preparatory					(7,964)	(4.4)	(8,106)	(4.0)
Supplementary					(39,555)	(21.9)	(33,041)	(16.5)
Persons with Special Needs	8,332	5.6	9,308	6.1	10,979	6.7	12,723*	(6.3)
Unduplicated							7,975	4.0
Counted Elsewhere							(4,748)	(2.3)

* 4,748 of 12,723 were counted elsewhere; 7,975 represents an unduplicated account.

TABLE II

DISTRIBUTION OF ENROLLEES BY LEVEL OF EDUCATION AND BY VOCATIONAL EDUCATION FISCAL YEARS 1967 and 1968

+

VOCATIONAL PROGRAMS	FISCAL YEAR	TOTAL ENROLLEES	SECONDARY	ENROLLEES AT VARIOUS PROGRAM LEVELS POST-SECONDARY Full-Time	POST-SECONDARY Part-Time	ADULT Preparatory	ADULT Supplementary	Persons With Special Needs	
AGRICULTURE	1967	22302	15504	18	0	0	6667	113	
Production	1968	18641	13860	85	11	297	4383	5	(57)
Related Occupations	1967	2129	1709	339	0	0	57	30	
	1968	5702	3652	588	64	283	1167	0	(146)
DISTRIBUTION &	1967	5201	3189	72	0	45	443	1452	
MARKETING	1968	7634	5683	890	168	101	266	526	(157)
HEALTH	1967	3639	622	1996	20	111	811	79	
	1968	5469	1142	2872	602	62	791	0	(269)
HOME ECONOMICS	1967	62548	55673	0	0	0	6815	60	
Homemaking	1968	63385	63301	0	0	58	0	26	(58)
Related Occupations	1967	2006	695	371	75	224	524	117	
	1968	3832	2186	271	799	0	576	0	(130)
OFFICE OCCUPATIONS	1967	37036	24232	2532	563	5792	3272	645	
	1968	44010	25345	5708	4418	5487	2813	240	(708)
TECHNICAL	1967	4899	4	2298	1262	0	1334	1	
	1968	8833		2343	2725	0	3765	0	
TRADES & INDUSTRIAL	1967	40936	10581	241	208	1792	19632	8482	
	1968	43482	13590	568	997	1868	19280	7179	(180)
TOTALS	1967	180696	112209	7861	2128	7964	39555	10979	
	1968	200990	128759	13325	9784	8106	33041	7975	(4748)

* The 1968 tabulation of special needs students include: an unduplicated count and, within paranthesis, the number of enrollees who have special needs but have been counted in other groups.

TABLE III

DISTRIBUTION OF PERSONS WITH SPECIAL NEEDS ENROLLED IN VOCATIONAL PROGRAMS IN CHICAGO AND REMAINER OF STATES FISCAL YEAR - 1968

	Number of Enrollees					
	CHICAGO		Remainder of State		Total	
Occupational Areas	Special Needs	Other*	Special Needs	Other*	Special Needs	Other**
Agriculture	0	(5)	5	(198)	5	(203)
Distribution & Marketing	519	(537)	7	(1034)	526	(1571)
Health	0	(70)	0	(199)	0	(269)
Home Economics (Gainful)	0	(35)	0	(95)	0	(130)
Home Economics (Useful)	0	(3)	26	(55)	26	(58)
Office Occupations	239	(398)	0	(311)	239	(709)
Trades and Industry	7172	(429)	7	(1379)	7179	(1808)
TOTALS	7930	(1477)	45	(3271)	** 7975	** (4748)

* Enrollees were not in classes labled for persons with special needs; however, they were special needs students and recieved occupational training at their levels of abilities.

** The Total of 7,975 enrollees represents 5,349 males and 2,626 females; the total of (4,748) enrollees represents 3,179 males and 1,569 females.

TABLE IV

Enrollments in Vocational Education Programs For Persons With Special Needs

Fiscal Year 1968

	NUMBER OF ENROLLEES		
Occupational Program	Special Needs	Other*	Total
01.0000 Agriculture			
Production	5	(57)	62
Related Occupations	0	(146)	146
04.0000 Distribution & Marketing	526	(1571)	2097
07.0000 Health	0	(269)	269
09.0000 Home Economics			
Homemaking	26	(58)	84
Related Occupations	0	(130)	130
14.0000 Office	239	(709)	948
17.0000 Trade & Industrial	7179	(1808)	8979
TOTAL	7975	(4748)	12723 **

* Enrollees were not in programs labeled for persons with special needs. However, they were special needs students enrolled in occupational programs in which they could succeed.

** (8528 - Males)
(4195 - Females)

TABLE V

Distribution of Enrollees by Sex At Various Educational Levels
FY Ending June 30, 1968

LEVEL OF PROGRAM	MALE	FEMALE	TOTAL
Secondary	38,587	90,172	128,759
Post-Secondary	13,104	10,005	23,109
Full-Time	(6,941)	(6,384)	(13,325)
Part-Time	(6,163)	(3,621)	(9,784)
Adult	30,590	10,557	41,147
Preparatory	(2,547)	(5,559)	(8,106)
Supplementary	(28,043)	(4,998)	(33,041)
*Persons with Special Needs	(8,528)	(4,195)	(12,723)
Unduplicated	5,349	2,626	7,975
Counted Elsewhere	(3,179)	(1,569)	(4,748)
TOTAL (FY 1968)	87,630	113,360	200,990
TOTAL (FY 1967)	77,372	103,324	180,696

* The total number of persons with special needs includes some enrollees who were counted in other programs.

INDIANA

Introduction

The program of occupational training is designed for students enrolled in a public secondary school who have academic, socio-economic or other handicaps preventing them from succeeding in regular on-going programs of vocational education. The program should consist of a combination of the academic curriculum and practical vocational experience developed to fit the achievement level of the students, which will provide these students the opportunity to acquire basic education skills and those occupational skills that will prepare the students for entry into the work force.

Criteria to be considered in the selection of students for this program:

1. Any student, 16 years or over, who have been identified by trained guidance counselors as not being qualified for any of the regular skilled or technical occupations normally offered by public vocational education programs.
2. Students with low ability in communication skills.
3. Students who are irregular in attendance and who in general seem to have no interest in school in its traditional offerings.
4. Students are members of families of low income or long time recipients of welfare payments, or other forms of subsistence.
5. Students who have failed courses in the traditional curriculum offerings of the school, but who possess average or above ability.
6. Low or under-achievers. Retarded by one or more grades and are potential dropouts.

The occupational training phase of the program should establish objectives that will meet the needs of students having trouble achieving in the regular academic offerings, socio-economic, mental, and physical handicaps. Students who qualify for this program are not able to succeed in a regular on-going vocational programs. Objectives include:

1. To provide occupational training programs for students who are not succeeding in the curriculum offerings of the regular school program which will encourage them to continue in school.

2. To provide the special needs student with the opportunity to develop skills, attitudes, understanding and appreciation of the world of work.

3. To make available to special needs students, adequate vocational guidance and counseling.

4. To provide students with occupational training that will prepare them for gainful employment in jobs requiring levels of skills and knowledge compatible with the individuals ability levels.

5. To prepare students with the necessary skills and knowledge that will enable them to be enrolled in regular on-going programs of vocational education.

The academic phase of the program emphasizes remedial instruction in communication and computational skills.

Occupational Phase

The occupational training portion of the program will include a combination of related classroom instruction with actual shop or laboratory training. Where possible students should be placed in part-time employment in the community. All occupational training should be on a level adapted to the interest, aptitudes and ability of the student. The occupational training may be in one vocational discipline or could include a combination of the disciplines. The primary goal of the occupational phase must be the teaching of skills that will make the student employable and a contributing member of society. Adequate vocational guidance and counseling will play an important role in the occupational phase.

Qualifications of Teachers

1. All counselors, teachers, and supervisors are chosen because they have a deep desire to help students having academic, socio-economic or other handicaps.

2. Occupational training teachers should have a minimum of two years of trade experience in one or more of the occupational fields included in the training program. They should meet the requirements for vocational teachers in the occupational fields in which training is offered.

Occupational Areas

One new program resulted from a complete company and its rights, privileges and stock being given to a school corporation to provide those students with greatest need to completely operate the business as an educational experience. This is a multi-discipline project.

Business and Office Occupational and Trade and Industry

The students in Business Office Education completely do all of the office functions up to and including tariff and customs research for foreign customers. The machine shop completely produces the product with building trades doing the crating for shipment. The entire program is the manufacture and distribution of a railroad inspection car for domestic and foreign export, which provides saleable skills for business and industry. Profits from the sale of the product are to be plowed back directly to the operation of the program.

Cooperation with other agencies

Continued development of the cooperative effort through the three divisions of the Office of the State Superintendent of Public Instruction: Division of Vocational Education, Division of Special Education, and the Division of Vocational Rehabilitation gave support in developing new programs of the mentally and physically handicapped students. Eleven programs with more than 2,500 students are being served to this date.

Personnel changes have not been significant except a few programs have added additional personnel to adjust to the needs of programs and student needs. This is particularly in the counseling and guidance area.

A position has been authorized for a supervisor for persons with special needs on the State staff; however, the position has not been filled at this time. The Director of Adult Education, formerly the persons assigned special needs as additional duty is continuing to supervise and promote programs. Notification will be made to U.S.O.E. and the program officer when this position is shifted.

1967-1968

Information on Persons with Special Needs: Programs through June 30,1969

Programs	Name of School	Local	State	1963 Funds	Total Reimbursement
Agriculture	Youth Rehabilitation Facility (Clark Co. Youth Camp)		$17,155	20,398	37,553
"	Thos. R. White Sch.	12,241	-	12,241	12,241
"	Harry Wood H.S.	16,689	-	16,689	16,689
Business & Office	Indiana State Univ.	3,675	-	3,675	3,675
Guidance	Anderson Sch. City	7,506	-	7,250	7,250
"	Franklin Township	-	-	20,806	20,806
"	Attucks H.S.	-	5,000	15,000	20,000
"	South Bend	5,511	-	3,000	3,000
Home Ec.	Wood H.S.	16,689	-	16,689	16,689
"	Indiana State U.	4,700	-	4,700	4,700
"	Indiana State U.	3,045	-	3,045	3,045
Trade & Industry	South Adams	8,059	-	1,624	1,624
"	Northwest Allen Co.	2,000	-	2,000	2,000
"	"	10,000	-	10,000	10,000
"	Marion Community	6,171	-	6,171	6,171
"	MSD of Mt. Vernon	45,000	-	45,000	45,000
"	Evansville-Vanderburgh	33,007	-	34,090	34,090

Trade & Industry	Upper Wabash Voc.	$7,470	-	7,470	7,470
"	Nettle Creek	7,400	-	7,400	7,400
	TOTAL	$189,163	22,155	237,266	259,421

To date, a total of 47 programs are either continuing or are to begin in the second semester of September, 1969.

Teacher Education Activities

Two programs provided exhibits and manned booths at the Indiana Vocational Association Annual Conference for five days during the summer at Ball State University, Muncie, Indiana. 960 Vocational teachers, administrators and school officials were in attendance. Instructional materials and laboratory exhibits were provided by these two programs.

State Supervisor met in regional meetings with Indiana Guidance Association to explain and promote program development.

State Supervisor participated in Indiana Business Teacher's Meeting on December 7, 1968 explaining Persons with Special Needs and program initiation and development.

State Supervisor met via telephone patch with all of teaching staff at Indiana University Laboratory School, explaining their on-going program and answered questions via the patch. Most successful means of communication.

Eight 28½ minute television programs were developed by WISH Television station, Channel 8, moderated by Mrs. Betty Fields on consecutive Saturday mornings. Program was known as "Roadways to Learning." The programs involved slides and discussion with administrators, teachers, students and employers. Great interest was expressed to the station in their efforts. Several more programs are slated early this year to cover other Special Need Programs.

Correctional Institutions

New intra-state governmental agency cooperation with the Vocational Division provided: The establishment of program development with the Indiana Department of Corrections.

Through the Youth Rehabilitation Facility and their system of youth camps, a program for skill training along with basic education and related courses was established. The local high school in that county of camp residency is issuing credit for such courses toward high school completion.

The initial project was a joint effort through the use of State Correction funds, Title I funds and the State and Federal Vocational funds. This project is serving between 60 and 80 male trainees ~~and~~ on a year-round program.

Another project with the Corrections Department was continued and expanded through the Reformatory's High School program. Nurseryman and Horticulture training being provided. 10,000 seedlings for a tree nursery were planted and display of floral arrangements exhibited at the Indiana State Fair.

Research

To justify the continuation of the program at the Indiana State University Laboratory school and prior to June 30, 1968, a feasibility study was sompleted during the summer of 1968 to develop a program for students with special needs.

Future Plan for FY 1969

Projection 1969:

A. Employment of a full time State Supervisor.

B. Teacher orientation Workshop being planned for the summer

C. Intra-Departmental committee establishment to bring all the resources of the Department to bear on the disadvantaged:

1. Curriculum
2. Research
3. Special Education
4. Instructional Media
5. Teacher Certification
6. Pupil Personnel Services (Guidance)
7. Budget
8. Departmental Legislative Committee
9. School Lunch

10. Vocational Education - all disciplines
11. Federal projects, Title I and Title III, E.S.E.A.
12. Migrant Education
13. Adult Basic Education

These internal disvisions will provide an ultimate guidelines within the framework of their capacities and the Vocational Amendments of 1968.

D. Provide information and assistance in developing a course of study in institutions of higher learning in education for teachers and training of teachers for Persons with Special Needs.

E. Establishment of new agreement with Division of Special Education to conform to the new guidelines for funds to be expended for the handicapped.

F. A continual program of public relations and information to "Tell it like it is" and in program promotion and development.

SPECIAL NEEDS PROGRAMS
1967-1968

	Teaching		Enrollment
	Full-time	part-time	
Agriculture			
Youth Rehabilitation Facility	5		60
Thomas R. White School (Reformatory)	1		15
Indianapolis Public Schools	1		20
Business and Office			
Vigo-Indiana State Univer.	1	1	13
Guidance			
Anderson Public School	10	4	386
Franklin Township		11	61
Home Economics			
Indianapolis H.S.	4		300
State U. Lab. School	2	2	16
Trades and Industry			
South Adams School		1	4
Northwest Allen County			
M.S.P. of Mount Vernon		7	20
Evansville-Vanderburgh		10	103
Upper Wabash	1	3	30
Nettle Creek		3	60
Marion Franklin		11	61
TOTALS	25	53	1149

IOWA

Introduction

Development in areas described in the 1968 report indicate progress in vocational programs for persons with special needs in the following areas.

a. Continued emphasis in establishing a format for identification

b. Mobilizing resource structures to provide services.

c. Inservice programs orienting vocational and supportive personnel as to the identification,needs, and adaptability of existing programs for special needs population.

d. Specific efforts to implement vocational programs in the secondary and area school structures.

Listing and brief discussion of vocational education activities for handicapped students with physical or mental handicaps not requiring special education services which have been initiated since February 1968.

a. Secondary school have been making an effort to provide adjusted or modified programs for those mentally and physically handicapped who are able to function without special education services.

b. The majority of the area school structures have assigned personnel and developed procedures to identify this population. Specific vocational areas have been offered the deaf in printing machine operation and others in the handicapped population are being provided opportunities in the regular vocational programs.

Listing and brief description of vocational education activities for disadvantaged persons other than mentally and physically handicapped continued or initiated since February 1968.

Summer programs

During the spring and summer of 1968, under the leadership of the Governor of Iowa, the Department of Public Instruction was a part of the task force of the state officials organized for the purpose of helping local leaders in Iowa's 16 largest urban cities plan and implement summer employment programs for disadvantaged youth and adults.

The planning procedure included the promotion of local task forces composed of various resource personnel who would provide consultive and direct service to disadvantaged youth and adults of employment, education, camping, and cultural areas.

Local committees encouraged business, industry and nonprofit facilities to provide jobs for work experience. The school developed instructional programs related to job adjustments and the counseling and guidance necessary to meet the needs of the persons involved.

As a result of this total effort, the vocational education branch as well as other areas in the Department of Public Instruction participated by providing financial and consultive assistance to the local school areas. Educators were encouraged to continue these programs during the fall of the school year in order to more adequately meet the educational, social, and vocational needs of disadvantaged youth.

Area Schools

The area schools in Iowa has as one of its charges, the responsibility to provide vocational education for persons with special needs. It is felt that the area schools are now beginning to meet this responsibility.

As a part of the total area school program, 261 program locations are available in vocational or technical education. The groups which are served through these programs include both young and older adults who fall into the following categories:

1. Older unemployed persons who need training to become employed.
2. Persons who need training to adjust to occupational changes.
3. Persons who need to upgrade their skills to become more efficient.
4. Persons who have academic, socio-economic and other handicaps.

The area school programs have sponsored Adult Basic Education programs to the place where there is an increase of 20% over the 1966-67 year (2,834 in 1966-67 to 3,567 in 1968). These programs of a vocational nature provided related instuction for apprenticeship and courses for upgrading of employed workers.

Cooperation With Other Agencies

Area schools in Iowa have absorbed some of the MDTA programs directed toward the employment of hard-core unemployed in fiscal 1968, 1097 had been enrolled compared to 335 in 1966-67.

The Division of Rehabilitation Education and Services has over 1,100 clients enrolled in the area school programs and have established cooperative agreements in 14 of the 15 area schools.

Two penitentiaries have over 200 rehabilitation clients currently enrolled in training programs in the area schools.

The area school seems to have moved effectively toward meeting the needs of special needs population.

a. Agencies - Agencies of the State have been and are engaged in cooperative planning to combat the problem of the disadvantaged in Iowa through the Cooperative Area Manpower Planning System (CAMPS). Those State agencies currently involved are:

State Department of Public Instruction
  Vocational Education Branch
  Area Schools Branch
  Division of Rehabilitation Education and Services

State Office of Economic Opportunity--
  Manpower Development Council
  State Department of Social Services
  Iowa Employment Security Commission

In addition, representatives of Federal agencies at the State level are cooperating members of this activity.

At present time, there are sixteen local area committees which have the responsibility for local planning and the initiation of action to stimulate groups to put into operation programs to meet the needs of the disadvantaged in their respective areas.

b. Rehabilitation - A structure has been implemented between the public schools, area schools and the rehabilitation agency in establishing rehabilitation personnel, units and services. At the present time, cooperative agreements have been established with 28 public school structures on a merged basis, and 14 area vocational school settings. These areas represent the largest population complexes in Iowa.

Services provided in this agreement range from diagnostic to on-the-job training service. This agreement improves not only the identification but programming structure for the special needs population.

c. Special Education - Mandatory legislation has charged school districts in Iowa to provide special education programs and services for the secondary aged school population identified in the areas of the mentally and physically handicapped. The present school year indicates 1,407 enrolled in secondary school programs. This is a 40 per cent increase over the previous school year. The majority of this population are exposed to work experience programs involving vocational education and rehabilitation personnel. The work experience by this population is on jobs in personal service, food sales and clerical, and light industrial areas.

d. Title I ESEA - Title I of the ESEA has made signigicant contributions in vocational programs for the disadvantaged in Iowa. The following vocational programs were approved for secondary special needs youth through Title I funds.

Fiscal Year 1968

Area	No. of Programs	No. of Pupils	Amount Approved
Business Education	46	690	$112,030
Home Economics	6	90	12,867
Industrial Arts	61	915	269,980
TOTALS	113	1,695	$394,877

Fiscal Year 1969

Area	No. of Programs	No. of Pupils	Amount Approved
Business Education	35	525	$ 57,107
Home Economics	12	180	24,265
Industrial Arts	42	630	120,872
TOTALS	89	1,335	$202,244

Summer employment programs for disadvantaged youth for fiscal year 1969 received the following Title I funds:

No. of Programs	No. of Pupils	Amount Approved
11	1,446	$100,940

The above programs provided jobs and related experiences in education and cultural areas. Additional funding was provided by the private section in the communities.

Out of the total of $1\frac{1}{4}$ million funded for special education programs and services for the handicapped the following was funded for secondary aged pupils.

No. of Programs	No. of Pupils	Amount Allocated
11	219	$118,382

The above programs were provided mostly for the educable mentally retarded and border line pupil. These programs are within the regular school on a now permanent status and are part school and part work programs. Most jobs are entry level in service occupation areas.

e. **Title VI ESEA** - Title VI of the ESEA prevocational and employment programs for the mentally and physically handicapped youth as follows:

No. of Programs	No. of Pupils	Amount Allocated
3	79	$ 21,281

The above programs provided vocational programs for the physically and mentally handicapped. Characteristics of these programs involved a movement from diagnosis and evaluation to work experience with related activities.

f. **MDTA** - The MDTA provided funds for the special needs population during Fiscal 1968 as follows:

No. of Trainees	No. of Schools Offering Training	Amount Allocated
1388	34	$975,075

These programs also included the population at the two penal institutions and in the Glenwood State Hospital and school for rehabilitation clients.

g. OEO - The OEO offered a special funding project through the Department of Labor to the urban cities in Iowa for the purpose of vocational training, retraining and employment programs for disadvantaged youth. The funding of this program was administered directly through the Office of the Governor based on a 1 to 4 (25% of the local investment). The following programs were funded:

No of Cities	No. of Youth	Amount of Public Funds	Amount of Local Funds Raised
5	1193	$81,000	$499,000

f. Adult Basic Education - The following programs and funds were provided by Adult Basic Education:

No. of Persons	No. of Programs	Amount Allocated
3567	17	$319,000

The above programs provided opportunities to upgrade basic skills in areas of need and related instruction for job adjustment. Many of these programs have shown growth under the area vocational school sponsorship.

Personnel changes affecting persons with special needs, administrators, supervisors, teachers, counselors, coordinators:

There has been no significant change in personnel at the state level for special needs personnel. At the present time, one staff member serves part time in this capacity. However, area and public schools have begun to designate specific personnel for identification and programming.

There is a request to increase the State's special needs staff to at least three persons.

Teacher Education

Teacher education activities: workshops, conferences and inservice training activities for teachers, supervisors, counselors working with persons with special needs were conducted during the year, throughout the State.

State conference for T & I and OE & DE have provided sections for persons with special needs information. This information has been provided through organized panels, area participation, and group discussions.

In the coming spring months a second institute will be structured for school guidance counselors and agency workers in improving guidance services for the handicapped pupil. This institute will be co-sponsored with Drake Unviersity in Des Moines.

Enrollment data on Vocational Education programs for persons with special needs in the State.

AREA	No. of Special Needs Persons Identified
Agriculture	1632
T & I	209
Home Economics	2293
Office Education	81
DE	161
Health Occupations	----
Special Education	1407
MDTA	1388
Area Schools	1100
Adult Basic Education	3567
Total	11,838

Research

Successful completion of significant research in Vocational Education for persons with special needs in your state.

The following areas of research have been completed in the area of Vocational Education related to persons with special needs:

Clarkson, Philip W. Differential Characteristics of Unemployed, Male Adults Seeking Temporary of Permanent Employment. Unpublished M.S. thesis. Ames, Iowa: Iowa State University. 1967

Ebert, Gladys M. Suggestions for Homemaking Programs to Meet Needs of Educable Mentally Retarded Pupils. M.S. Ames, Iowa: Iowa State University. 1967 , 243 pp.

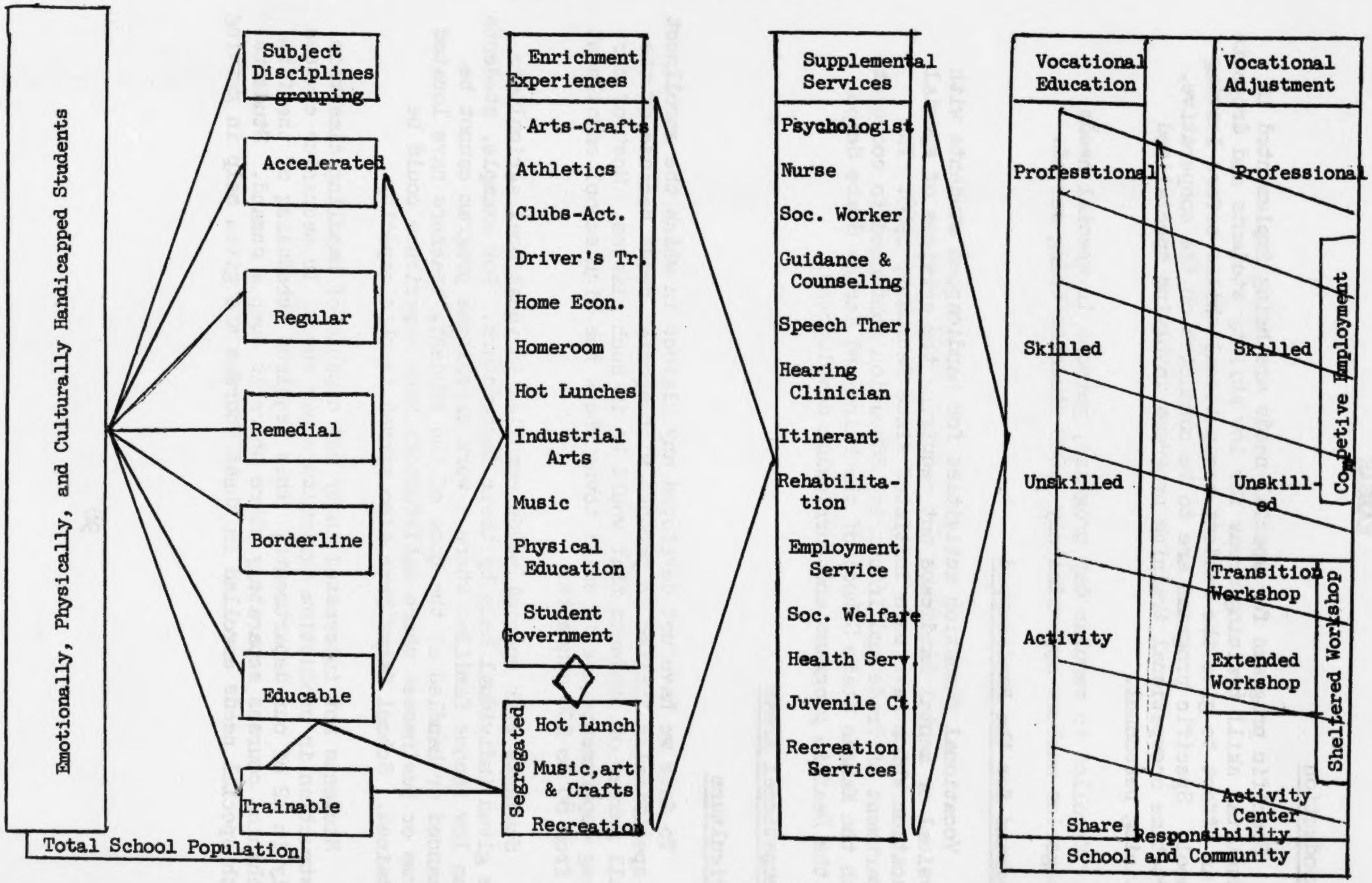
Omvig, Clayton Phil. Characteristics of the Disadvantaged Residents and Potential Human Resources in Area XI Community College District. Ph. D. Ames, Iowa: Iowa State University, 1968, 189 pp.

Pounds, Russell G., Lingren, Robert and Baker, Harold. A Report of the Human Resources Study (Household Survey): Preliminary work copy for a public affairs education program on Iowa citizen's concerns. Ames, Iowa: Cooperative Extension Service in Agriculture and Home Economics, Iowa State University of Science and Technology. 1967

Significant plans for Vocational Education programs for persons with special needs in your State for fiscal year 1969.

1. Increase in state staffing.
2. Proceed with identifying special needs population.
3. Inservice training for professional personnel.
4. Modify and adjust programs to meet needs of special needs population.
5. Coordinate related agency services.
6. Plans for further research in the area of special needs.

TOTAL PROGRAM STRUCTURE FOR ALL PUPILS


Emotionally, Physically, and Culturally Handicapped Students
Total School Population
Subject Disciplines grouping
Accelerated
Regular
Remedial
Borderline
Educable
Trainable
Enrichment Experiences
Arts-Crafts
Athletics
Clubs-Act.
Driver's Tr.
Home Econ.
Homeroom
Hot Lunches
Industrial Arts
Music
Physical Education
Student Government
Segregated
Hot Lunch
Music, art & Crafts
Recreation
Supplemental Services
Psychologist
Nurse
Soc. Worker
Guidance & Counseling
Speech Ther.
Hearing Clinician
Itinerant
Rehabilitation
Employment Service
Soc. Welfare
Health Serv.
Juvenile Ct.
Recreation Services
Vocational Education
Professional
Skilled
Unskilled
Activity
Vocational Adjustment
Professional
Skilled
Unskilled
Competive Employment
Transition Workshop
Extended Workshop
Sheltered Workshop
Activity Center
Share Responsibility
School and Community

KANSAS

Introduction

Specific programs for special needs are being implemented in industrial skill training areas for low ability students and dropouts in an effort to give the student occupational skills before leaving school. Specific programs are to be conducted on the cooperative, part-time occupational training programs involving specialized training personnel.

Enrolled in regular day programs, persons in special needs categories numbers approximately 1,000 students being served.

Programs for the Handicapped

Vocational Education activities for handicapped students with physical or mental handicaps not requiring the services of special education which have been initiated since February, 1968. The Department of Trade and Industrial Education continued to cooperate with the Kansas State School of the Blind and Kansas State School of the Deaf in programs and curriculum development.

Occupational Areas

Agriculture

To date we have not developed any classes in which the enrollment is specifically limited to persons with special needs because of the small number of students that would be in such classes. Most of our vo-ag departments are in small towns where the high school enrollment is from 80 to 200 students.

Students with special needs enrolled in vocational agriculture are given individual help by their instructors. For example, students from low income families where a work experience program cannot be financed or handled at the home of the student, teachers have located farms or businesses where satisfactory work experience could be obtained. School farms have also served in this capacity.

Students not interested in or not capable of handling classroom instruction in production agriculture may enroll in mechanics classes only in 12 of our departments, This requires scheduling of the farm mechanics courses separately where there is such a demand. Students with special needs enrolled in these courses are given help in getting work experience outside of the class and laboratory work to make school more meaningful to them. In another year we expect to have 20 schools with such schedules.

According to our last report received November 1, 1968, approximately five percent of our vo-ag enrollment was listed under the heading of persons with special needs.

Since Kansas is thinly populated and one of the leading agricultural states, we have a minority of students with special needs in the public schools. Fourteen percent of our population is still on the farm.

Office Occupations

Disadvantaged persons other than mentally and physically handicapped continued or initiated since February, 1968, in business occupations. During the summer of 1968, 20 racially disadvantaged persons were trained in Wichita and all successfullly placed in Wichita banks at the conclusion of training. Plans are under way to offer a similar program during the present fiscal year. Walk-in and walk-out adult programs in Office Education run the year around in Wichita. Disadvantaged persons are served through these programs but no special reports are made on the numbers. These people have machines and equipment and optional classes under qualified instructors available to them during 18 hours of every week day. They learn at their own speed and move out as soon as qualified for employment.

Complete reports are not yet available but disadvantaged persons are being served in the regular cooperative business programs. Approximately 20 to 25% of these students will be socio-economically disadvantaged.

Cooperation with other correctional agencies. The Supervisor of Business Occupations inspected the State Prison courses and curricula at Lansing and made recommendations on offerings and equipment. The men's center at Hutchinson was also inspected and recommendations made in conjunction with a committee from the Kansas Restaurant Association and the Homemaking supervisors. Enrollments in Business Occupations at Lansing were 20. This was in cooperation with the office of the Kansas Penal Director.

Request for research were made through R.C.U. regarding where persons with special needs are located, in what quantities and what their needs are, plus experience of other states in meeting similar needs. For example, racially disadvantaged persons are clustered in 16 counties of the State. Similar information is needed to plan for others with special needs. When this basic information is at hand, a direct attack on the needs will be made through the vocational directors in those areas.

Home Economics

The February, 1968, report listed fifteen high school girls with special needs enrolled in three vocational home economics classes in Bird City, Colby, and Peabody. Fifteen other high school girls, educable mentally handicapped, were enrolled in a special class in Wichita. Six persons with special needs at post high level were enrolled in a foods service class in Atchison. Follow-up of these students shows that several completed classes and others are continuing in high school.

Clothing classes and a home management class were held in the Topeka low-income areas at the adult level.

This fall two classes in Wichita were started. These students will hopefully declare a vocational objective and enter home-economics, related occupation classes at the eleventh and/or twelfth grades. A vocational home economics class was started in Bonner Springs for a similar group of educable mentally handicapped students.

New activities for disadvantaged persons other than mentally and physically handicapped were started in the Florence Crittenton home for unwed mothers, and in the New Town Project, a low-income housing project. A home economist under the supervision of the State Board for Vocational Education, is employed to assist families in using their new facilities, buying, child care, or other activities.

A staff member on the State Board for Vocational Education has served on the Advisory Committee of the Homemakers' Assistant Program, one of seven experimental programs in the United States, at Kansas State University to train a homemakers' assistant class under Manpower Development and Training Act.

Other adult classes may be started in cooperation with the Office of Economics Opportunity.

A supervisor, who works on the state staff as Research Coordinator of Kansas State Teachers College, has been working with wage earning programs for persons with special needs. Through conferences with administrators and teachers of persons with special needs, she has helped in planning new curriculum and evaluating programs. She is contacting individuals who could serve as teachers.

Teacher education at Kansas State University has provided experience in mental health at Larned State Hospital for home economics students at the undergraduate level. Students have requested other opportunities to work with persons with special needs. These will come as the New Town Project expands.

At the graduate level at Kansas State Teachers College, Home Economics Teacher Education has cooperated with Education in advising a student who has a special problem of finding ways of working with students with special needs in high school.

The Home Economics staff has cooperated with the State Food Service Advisory Committee composed of Institutional Management, Kansas Restaurant Association members, and Slater Foods Service members, in evaluating foods service at the Kansas State Industrial Reformatory in Hutchinson.

Teachers are currently identifying students with special needs in their classes. To date sixteen teachers have identified such students in their vocational home economics classes.

Students with special needs have enrolled in vocational home economics classes and receive instruction for individualized projects in class and outside of class in the community. More individualized instruction is planned.

Where enrollment (minimum of ten students) permits, special classes, as the educable mentally handicapped class in Wichita, will be recommended. Teachers will receive help for those classes from the State Supervisor.

The adult classes for low-income families will continue and expand to include additional classes in management, consumer buying, and personal development. Similar programs to the one in New Town will be promoted in other new housing developments.

Possibilities of classes for the physically handicapped are being explored. State supervisors are cooperating with other agencies and working on statewide committees to develop new kind of programs.

Classes for persons with special needs will be emphasized at the Annual Vocational Home Economics Teachers Conference.

Cooperation with other agencies

Instances of cooperation with other agencies such as Vocational Rehabilitation Administration, Special Education, Title I or III, Elementary and Secondary Education Act, Manpower Development and Training Act, Office of Economic Opportunity, Department of Labor and other agencies include:

a. The Department of Vocational Education continues to cooperate with the following agencies in program supervision: Teacher certification, and professional improvement, Department of Vocational Rehabilitation, and Manpower Development and Training Act. Approximately 600 students served in Trade and Industrial Education under Manpower Development and Training and Office of Economical Opportunity. Considerable effort and cooperation have been exerted in working with the director of the Office of Economic Opportunity in establishing training programs to serve Kansas adults in supplying semi-skilled and skilled workers for the Kansas industry.

b. Department of Labor. Several programs have been conducted to enable the student to enter different trade areas for the Bureau of Apprenticeship training.

Teacher Education Activites: workshops, conferences, and in-service training activities for teachers, supervisors, counselors working with Persons with Special Needs.

a. Specific sections in trade and industry workshops, conferences, and pre-service training activities have been established for teachers working with Persons with Special Needs.

Work done in correctional institutions under the Vocational Education Act or in cooperation with other agencies.

a. Girls' Industrial School, Kansas State Idustrial Reformatory, Kansas State Penitentiary, United States Penitentiary, United States Disciplinary Barracks, and the Boys Industrial School. The Department of Trade and Industrial Education has continued to work with these specific institutions in the programs through teacher-improvement and facilities.

Enrollment data on vocational education programs for Persons with Special Needs in the State

a. Approximately 1,000 students were enrolled in Vocational Education programs for Persons with Special Needs. These individuals were not in special classes but were enrolled in regular day trade programs.

Research

None planned for FY 1969.

Significant plans for Vocational Education Programs for Persons with Special Needs in your State for Fiscal year 1969.

a. Fiscal year 1969. Programs for mentally retarded, dropouts, and socially economically deprived have been projected in the area schools.

KENTUCKY

Special Programs under Vocational Education for Persons with Special Needs.

- Eleven units of Occupational Orientation and Cooperative Work Experience are progressing under the Louisville Board of Education with eleven teachers and 289 potential dropouts participating.

- An experimental Occupational Training Center for school dropouts is in its second year of operation. Two teachers and 20 students are in the program.

- The Fleming County Project for 40 rural youth has a core program to orient toward the world of work. This core is coordinated with programs of vocational agriculture and vocational home economics.

- Vocational work study, serving 859 vocational education students with economic needs, functioned through August, 1968.

Programs within Vocational Occupational Areas

Agriculture

- A horticulture class for 10 eleventh-grade boys with special needs is starting in Scott County High School.

- Agriculture I -- Special Needs for 10 ninth - tenth-grade boys in being offered in the Flemingsburg High School for the second year.

- A horticulture class for 13 inmates in the Kentucky State Reformatory at LaGrange is progressing.

Business and Office

- Three classes in Office Service are being carried on in a large urban area for 60 high school seniors who plan to leave school upon graduation but have failed to prepare for the world of work due to a variety of special needs. Surveys indicate that jobs in mailing rooms are available for students who complete the course.

Home Economics

- Pilot Projects in Homemaking Education are being conducted. Nine teachers are participating in pilot projects for persons with special needs. There are 11 sections of Home Economics I and two sections of Home Economics II with a total of 217 pupils enrolled in the State.
- Pilot Project in Occupational training: One teacher is participating in a pilot project, "Becoming Employable," with a total of 20 students.
- Other classes: Five teachers are teaching classes for persons with special needs with a total of 63 pupils enrolled. One of these classes is for high school students in Special Education classes.

Two hundred eighty pupils are being reached through special classes in home economics education in the State.

A total of forty-five classes in Adult Homemaking for persons with special needs are in progress.

Trades and Industry

- Special classes are being continued for 178 inmates in the Kentucky State Reformatory. Courses are: auto mechanics, printing, radio and TV repair, carpentry, auto body, and welding. In general, special needs students are enrolled in the regular classes reinforced with remediation, counseling, guidance, and coaching.

Programs in which Vocational Education works in Cooperation with Other Agencies

- The coordinator of special programs is a member of the Kentucky Inter-agency Council on Mental Retardation. Other members represent: Rehabilitation Services, Special Education, Department of Corrections, Commission on Youth, Commission on Handicapped Children, Department of Child Welfare, and Department of Economic Security.
- There is cooperation between the Bureau of Vocational Education, Vocational Rehabilitation Services, Mental Health-Mental Retardation Board, and the Covington Independent School System in continuing the experimental project for school dropouts.

- Vocational training will be available for juvenile deliquents at Kentucky Village (a state correctional institution). This project, initiated by the Bureau of Vocational Education with the support of the Department of Child Welfare, begins operation in January, 1969, as an MDTA Project. There is a total of 136 training slots for 1969.

- The Bureau of Vocational Education played a supportive role to the Division of Public Assistance, Department of Economic Security, in designing the Vocational Opportunity Project. Two hundred eighty-five recent high school graduates from public assistance families and 77 young mothers on public assistance rolls have been placed in vocational training.

- The Bureau of Vocational Education cooperated with Title III ESEA in an occupational orientation course for eighth and ninth-grade non-achievers in the Beaumont School. As an outgrowth, there are now seven such programs in the Lexington School System. The coordinator of special programs worked on the evaluation team and still serves as a consultant to the program.

- A joint project between the Bureau of Vocational Education, Vocational Rehabilitation Services, and the State Department of Corrections is continuing vocational training for 191 young men, inmates of the Kentucky State Reformatory at LaGrange.

- Occupational training classes in child care were carried out by the Division of Home Economics and the Department of Child Welfare.

- Part of the salary of a supervisor for home economics programs for persons with special needs comes from Title I ESEA.

Activities in the Area of Ancillary Services

- Teacher Education for Teachers of Persons with Special Needs -- A summer course on Modern Education Problems in Vocational Education was attended by 16 teachers. This course included an orientation to the character of persons with special needs, curriculum, teaching methods, and instructional materials. Workshops were help for home economics teachers participating in pilot projects.

- Guidance Services for Persons with Special Needs -- Regional guidance coordinators and area school guidance counselors are being added to the staff. Coordination between the Bureau of Vocational Education and the guidance personnel is strengthening services to persons with special needs in numerous ways.

- Research Projects for Persons with Special Needs -- The Kentucky Village Project grew our of research activities of the Bureau of Vocational Education and the Kentucky Research Coordinating Unit.

A joint project for pre-vocational and job orientation for 114 OEO, National Youth Corps trainees and the Northern Kentucky Area Vocational School begins in February, 1969. The Bureau of Vocational Education, the Kentucky Research Coordinating Unit, and the Office of Economic Opportunity are cooperating.

The Bowling Green Area Vocational School research project: Reading Instruction for Students with Special Needs began in November 1968.

The final report on the National Seminar for Supervisors and Teacher Educators of Teachers of Youth with Special Needs, which was held at the University of Kentucky in June, 1967, was made in October, 1968.

Special Individual Services within Regular Programs

Service Areas	Individual Services*
Agriculture	366
Business and Office	#
Home Economics	3,001
Trades and Industry	445

Vocational Education activities for handicapped students with physical or mental handicaps not requiring the services of special education which have been initiated since February, 1968.

All 13 regional vocational schools in the state are serving some mentally and physically handicapped persons. The number varies from 2-13 in each school with a comparable number of waiting lines for Rehabilitation Services and acceptance for vocational training. There are 51 such students in these schools at the present. The disabilities are mostly physical.

*Some of these services were: individualized instruction, special testing, intensive counseling, etc.

# Practice laboratories in many schools were made available for slow students and/or academically handicapped. Special assistance was given to many students in courses such as shorthand to improve reading skills and speed ability.

Significant plans for Vocational Education Programs for Persons with Special Needs in Kentucky for Fiscal year 1969.

- Secure valid information so as to insure that due consideration will be given to the relative vocational needs of all population groups in all geographic areas and communities of the state; particularly persons with academic, socioeconomic, mental, and physical handicaps that prevent them from succeeding in regular vocational education programs.

- Pursue meaningful dialogue with other agencies involved in the education of handicapped persons and to design cooperative programs where feasible.

- Proposed personnel additions affecting persons with special needs:

  (1) an assistant coordinator of special programs has been requested.

  (2) selection of personnel from vocational areas; namely, agriculture, business and office, distribution, health, home economics, and trades and industry with responsibilities for promoting special needs programs and activities, could be used to great advantage, particularly in preparation for expansion in FY 1970.

  (3) Twelve regional counselor-coordinators are to be assigned responsibilities for promoting services for persons with special needs throughout the State.

  (4) twelve area school coordinators are to be assigned responsibilities to promote special needs activities for the State.

- Addition of personnel in the Instructional Materials Laboratory to produce instructional materials for special programs is urgently needed and expected for anticipated expanded programs for FY 1970.

- Submit a proposal to secure a demonstration residential school for the purpose of demonstrating the feasibility and desirability of residential vocational education schools for certain youth of high school age. A committee is involved in updating a favorably accepted proposal submitted for funding under the Vocational Education Act of 1963, and the Amendments of 1968.

- Determine need for a division within the regional vocational schools to develop civic intelligence, improve basic education, and cooperate in helping some students secure high school equivalency certificates

- Expand special programs to include more occupational orientation and cooperative work experience units on the secondary education level and in the elementary schools.

- Continue working with universitites and areas of vocational education on pre-service and in-service training of teachers of persons with special needs.

- Promote work-study programs for vocational education students, age 15-21, who have economic needs that could prevent them from sucuring vocational education. In 1968, 859 vocational education youths with socio-economic needs participated in the work-study program. Most of these were in the 16-18 year age range. Thirty-five of the 200 eligible schools participated; 22 were local educational systems and 13 were area vocational schools. Half of these students were in Trades & Industries, 25% from Office Occupations and 20% from non-farm agriculture. Over one-third of the students worked in jobs related to career objectives. In the case of Business and Office Occupations it was close to 100%. This work is expanding in 1969 and extensive improvement in enrollment and services rendered is planned for FY 1970.

Plans are firm for continuing the summer course on modern Education Problems in Vocational Education at the University of Kentucky. This course includes an orientation to the characteristics of persons with special needs, curriculum development, teaching techniques and instructional materials. Sixteen teachers and vocational guidance counselors were recruited for the last session.

The Occupational Training Center for Vocational Education for youth with Special Needs will continue to operate in Covington, Kentucky. This is a joint project of the Covington Independent Schools, State Department of Education, State Bureau of Vocational Education, Bureau of Rehabilitation Services, Department of Mental Health of the State of Kentucky. This is for unemployed youth 16 to 21 who are not in school, or who are about to leave school. It provides training in simple, unskilled occupations where employment opportunities exist and prepares the student to obtain jobs and to make the best possible adjustment to the work world. Twenty students are accepted at a time, with two qualified vocational teachers and adequate supportive services.

The Occupational Orientation and Cooperative Work Experience program will be offered in eight junior high schools and two senior high schools in Louisville in 1968-69. Certified teachers who have work experience in business and industry who are imaginative, innovative and flexible in their approach will teach in the program and in an understading way, will bring pupils in contact with employers. Enrollees are identified by guidance counselors as special needs students. Two classes with twenty students each are being conducted in 1969. Half of the day is spent in basic academic subject.

LOUISIANA

Vocational and Technical Education for Persons with Special Needs

It has been apparent that adequate additional programs should be available in vocational education for persons with special needs. The needs of these persons constitute large and important groups which are in need of special programs in vocational education. These groups consist of persons and many different types of individuals; the elementary and high school dropout, the disinterested student, the reluctant learner, the culturally deprived persons, the slow learner, the physically and mentally handicapped, the academic-deficient persons, and those with socio-economic handicaps. Some of these persons were helped in both the public schools and the area vocational-technical schools. However, the very nature of these persons' problems in regular vocational education programs resulted in few accomplishments. Also, vocational education in Louisiana had to be selective in setting admission requirements to meet objectives of the programs and employment opportunities. Such could not be the case if any and all types of persons were placed in training programs. Consequently, very few persons with special needs had the ability and aptitudes to qualify for entrance into a regular vocational education program which had no provisions for dealing with special training programs. This demonstrates the need for new kinds of programs which stress remediation and employability skills.

Funds made available from the Vocational Education Act of 1963 were available for the implementation of programs to provide for these persons with special needs. The State Board for Vocational Education approved a plan submitted by the State Department of Education to employ special teachers and acquire the necessary instructional facilities for these special classes.

Occupational Areas

Table IV shows the enrollment of persons with special needs by vocational programs.

TABLE IV

ENROLLMENT OF PERSONS WITH SPECIAL NEEDS IN VOCATIONAL EDUCATION BY PROGRAM DURING 1967-68

Program	Enrollments Column 1	Column 2
Argiculture	-0-	-0-
Distributive	403	330
Health	154	8
Home Economics	128	465
Office	128	413
Technical	8	-0-
Trades and Industry	358	568
TOTAL	1,179	1,784

Column 1 - Enrollee in full-time special needs class in preparation for entering the respective vocational training program.
Column 2 - Enrollee in the vocational program with special needs.

To provide effective training opportunities for persons with special needs and fit them for useful employment, twenty-two full-time instructors and four part-time instructors were employed in the area vocational-technical schools in 1968-69.

Instructors employed for this program are certified upper and lower elementary teachers. These instructors in the area trade and vocational-technical schools serve health occupations, office occupations, technical education, and trades and industry. Reports of training programs for these persons with special needs indicate remarkable results by trainees who have been given this opportunity for a type of instructional program geared to their needs and ability.

One hundred fifty-four students were enrolled in special needs in preparation for entering health occupations training. Eight students in the practical nurse program were identified as having special needs. Deficiencies noted were usually in academic abilities.

Table IV shows that 128 persons were enrolled in special needs classes in preparation for entering post-secondary office occupations training. Four hundred thirteen students with special needs were enrolled in office occupations training.

Eight students were enrolled in special needs classes in preparation for entering full-time training.

There were, as indicated in Table IV, 926 students enrolled in the trades and industry program as persons with special needs. Of this total, 568 were enrolled in part-time preparatory work before entering full-time training in trades and industry.

Secondary programs for persons with special needs in distributive education expanded 150 percent over last year. Four additional general marketing orientation programs were added at the junior high level, bringing the total to eight programs.

In the home economics program, 593 students were identified as persons with special needs. One hundred twenty-eight were enrolled in special needs classes in preparation for entering a full-time training program.

The full-time special needs class at one area vocational-technical school to train homemaker aides completed its second year of operation. Seventy-five trainees were enrolled and twenty-eight were certified.

Cooperation with Other Agencies

In cooperation with the State Director of the Commission on Aging and the Tensas Parish Agriculture Extension Agent, two 20-hour classes for training aides for the elderly were conducted. The selected trainees were socio-economically deprived older women who were able to work in caring for aged persons in private homes. Fifty-three enrollees received certificates of completion. The Commission on Aging and the Family Life Specialist with the Agricultural Extension Services assisted in securing employment for the persons completing the course.

Five trades and industry programs are now in operation in one correctional institution. Inmates who are approaching the time of release or who are eligible for parole were enrolled in classes for occupational skills which will fit them for employment when they return to society. Programs of this nature will be expanded to other institutions as funds permit.

MAINE

Introduction

Since fiscal year 1968, planning is continuing concerning setting up specific occupational courses for persons with special needs in our secondary area schools and also in certain state correctional institutions, in addition to local administrative units. Rockland High School initiated a program in September 1968. Girls Training Center, Hallowell will offer two occupational courses beginning in March 1969 and two other high schools are planning to implement in the fall 1970.

Occupational Areas

Vocational education activities for handicapped students were initiated in the regional technical-vocational center at Waterville High School and at Lewiston High School regional technical-vocational center. The Waterville program utilized the service of a vocational rehabilitation counselor.

Special classes have been organized for girls in Skowhegan, Rumford, and Waterville High Schools. Rockland High School has initiated a work experience program to extend the opportunities provided through a slow learner program in grades 9, 10, and 11. Eleven schools operate part-time cooperative work experience programs which serve many of these students, and distributive education and business education programs serve students with special needs by placing them in job establishments on a part-time basis.

Cooperative efforts with other agencies include Vocational Rehabilitation, the Bureau of Special Education, Title I consultants, E.S.E.A., Manpower Development and Training and Bureau of Employment Security.

Personnel Changes

The coordinator, vocational-technical schools, (position established September 1968) has been directed to organize a committee which will involve the consultant for the Bureau of Special Education and Vocational Rehabilitation, and consultants in vocational education for the purpose of providing leadership in the development of programs. Farmington State College and personnel in the regional technical-vocational center at Farmingdale High School are cooperating in their efforts to establish programs to serve these persons.

Teacher Education

The University of Maine may conduct a workshop, summer 1969, for inservice training for teachers.

Correctional Institutions

Boys Training Center, South Portland, has a vocational building under construction and personnel in the vocational bureau are serving as consultants to its program director. The state prison at Thomaston continues to investigate how they might more adequately serve the inmates. Skowhegan Reformatory provides business training, and personnel in this bureau have been consulting with other correctional institutions in attempting to aid them in setting up programs.

Enrollment Data

Enrollment, as indicated in the annual statistical report, agriculture - 0; distribution - 11; trade and industry - 59; health - 0; home economics - 400; office - 21; technical - 0. This is not a true picture, however, because the identification process of those youngsters being served in regular vocational education programs has not been adequately clarified for reporting purposes.

Research

No Reseach activities are planned for 1969.

Plans for 1969

Planning continues and construction is under way for special facilities to serve these persons in each of twelve regional technical-vocational centers. Present planning calls for facilities for persons with special needs to be developed by personnel in the bureau of vocational education. However, the programs will be developed by a committee and administered by the bureau of special education. September 1969 will see three occupational courses implemented (possibly five) at the Boys Training Center in South Portland. The manpower training office is submitting for a final review, a project which would serve inmates in the Maine State Prison. It must be noted that vocational educators are cooperating wherever possible and observing with interest, innovative program operating under the aegis of Title I and III of the Elementary Secondary Education Act, such as project EPIC (Experimental Program in Curriculum) which is utilizing home economics and industrial arts as the core subjects for junior high school students. Other schools in Maine have Title I projects in operation which may eventually be converted to or cooperative with, vocational education programs serving persons with special needs.

MARYLAND

Introduction

Programs and activities included in the February, 1968, report have all continued in operation, most have increased in numbers of students served. Since the programs were in their early stages of development at the time of that report, most of them have continued to adjust operational procedures in order to better serve the students.

The reports available to use do not give information on vocational education activities for handicapped students not requiring the services of special education. Later in this report programs for handicapped students will be discussed, however, we do not have information as to whether or not they were also requiring and/or receiving services of Special Education.

Vocational Education Activities for Disadvantaged Persons

The following programs have been initiated since the February, 1968, report:

a. Montgomery County - One food service program was directed towards potential dropouts, and a second food service program involves potential dropouts and some education students. In the trades and industrial area, three instructors worked with the special education students at the Rock Terrace High School. The students received basic training in the trades aimed at helping them develop salable skills for job placement.

b. Baltimore City - The program at Carrollton School as discussed in the February, 1968, report is known as a post ninth program. It is a non-graded, non-diploma program for students having completed the ninth grade. The Baltimore City staff has indicated that an expansion of the post ninth program came to fruition in September, 1968, with the opening of the new wing at the Cherry Hill Junior High School, and that work continues on the Southwest Special Curriculum Center which is slated for completion April, 1969. This new center will have vocational offerings in clusters designed around needle trades, automobile servicing, building maintenance, clerical service, and food preparation and service. The William Patterson School, #3, - Short term programs, eight to ten weeks in length have been carried out in conjunction with various business and industrial firms for special needs students. Representatives from these firms came into the school weekly to train pupils in a variety of occupational areas. Participating firms were Humble Oil (service station training), Esskay Meat Packers (meat cutting), Ace Tile Company (ceramic tile setting), Baltimore Chapter of the American Red Cross (hospital aides), and Allied Florist Association (floral arrangement).

c. St Mary's County - At Chopticon High School a program was developed for the educationally retarded in conjuction with the general agriculture course. At the new Technical Center, the staff is participating in a demonstration program which includes special education students in the regular classes. This will involve comparatively small numbers of special education students the first year or two. But they are looking to this type of programming as a way of meeting the needs of special education students in vocational education.

d. Howard County - Two vocational programs opened in September, 1968, for special education students. These programs are located in the new Vocational Technical Center and are developed around training in food services and custodial services.

   A new work experience program which opened in September, 1968, is expected to be a help to the socio-economically handicapped student in Howard County. In this program a coordinator is available to develop better liaison between the socio-economically handicapped students and the employer.

e. Anne Arundel County - The staff in Anne Arundel County made the following statement in their report: "Our cooperative office education programs (clerical) and our distributive education programs, in a sense, are for the socio-economically handicapped. On the whole, the students in the COE and DE programs are less able academically, usually because of their socio-economic backgrounds."

F. Prince George's County - An experimental occupational mix program for special needs students was started this past September at High Point High School. The occupational areas involved are business education, distributive education, trades and industrial, and horticulture.

Cooperation with Other Agencies

There is evidence that in the various educational subdivisions throughout the State, there is good cooperation with other agencies. Some examples, from county reports, of these cooperative ventures are:

Prince George's County - "The local vocational programs have cooperated with Employment Security, Vocational Rehabilitation, and the Welfare Board. Excellent rapport has been developed and maintained with employers."

Montgomery County - Indicates that close liaison has been maintained with the local office of the Department of Employment Security and employers involved in the cooperative work experience programs.

Wicomico County - "An exceptional relationship is enjoyed with the Department of Employment Security which has accepted the responsibility for training and updating counselors in the areas of testing, use of occupational information, and the substance and state of occupational vacancies and needs in the community. All the County's counselors are on the current mailing list of the local and state office of the Department of Employment Security. A similar relationship is enjoyed with the Division of Vocational Rehabilitation. Jointly, and on a matched basis, the program "Special Education-Vocational Education" has been expanded. This presently serves the needs of 125 students in Wicomico County with educational and rehabilitation services on a coordinated basis."

Charles County - "With regard to the physically handicapped, the Charles County Board of Education has established an education-vocational rehabilitation cooperative program for the purpose of providing appropriate rehabilitation services to help handicapped students become vocationally adjusted and adequately prepared for remunerative employment. Home teaching for these people is also provided.

Personnel Changes

There have been no personnel changes affecting persons with special needs. However, following an operational planning process in the State Department of Education's Division of Vocational Education, a committee of three staff members has been assigned leadership responsible in carrying out the major goal related to special education. The goal states: "establish during fiscal 1969 an interdivisional task force on the vocational preparation of public school aged youth with special needs; develop guidelines for cooperative leadership, guidance, and fiscal support of programs for this purpose; initiate action leading to the design and implementation of at least one new program in each local education agency in fiscal 1971."

Teacher Education Activities

A four day workshop was held in July, 1968, for coordinators, counselors, and administrators involved with cooperative education programs. A part of this conference was related to special needs students. Among the participants were coordinators, teachers and administrators of special education programs from several local school systems. Small group participation was directed toward development of activities and instructional materials which could best be used in the teaching the slow learner~~s~~ and helping him develop salable skills which might help him to obtain a job and to advance in a work situation. In September, 1968, a one day conference was held, bringing together for the first time, representatives of Special Education, Vocational Rehabilitation, and Vocational Education. The objective of the conference was to seek a commonality of goals and services that might be reached by utilizing the resources of the three divisions as a coordinated unit. Dr. William Cruckshank, University of Maryland, was the leading speaker and resource person at the conference.

Cooperation with Correctional Institutions

Several members of the staff have served on a consultant with the Commission of Juvenile Services regarding vocational education programs in the correctional institutions. However, no vocational education funds have been expended for programs in these institutions during the past year.

Enrollment Data

According to our latest enrollment figures, 4,087 persons were served in special needs programs in Maryland in fiscal 1968. This is a sizable increase over the figure reported for fiscal 1967. Some of the increase came about through additional programs and some through increased enrollment in programs. A portion of this increase also came about through more accurate reporting procedures in fiscal 1968. We know that there are many more persons with special needs being served through vocational education programs than are being reported. This discrepancy may be due to many situations--most of which are related to reporting procedures for non reimbursed programs.

Research

There were no reseach projects relevant to special needs programs carried out in Maryland during fiscal 1968.

Plan for vocational education programs for persons with special needs in Maryland for fiscal 1969 include the establishment of a task force as mentioned above. This task force will include staff members from the Division of Vocational Rehabilitation; the Division of Instruction, Special Education Section; and the Division of Vocational Education.

The task force will be asked to:

1. Determine the parameters of the situation in the State regarding students with special needs.
2. Compile information regarding the special resources currently available.
3. Determine the unique role of each Division in providing special resources to students having academic, socio-economic, or other handicaps that prevent them from succeeding in the regular vocational education program.
4. Develop guidelines for cooperative program leadership, guidance and fiscal support of programs for vocational preparation of public school aged youth with special needs.
5. Make recommendations for the design and implementation of programs for the vocational preparation of public school aged youth with special needs.

MASSACHUSETTS

Introduction

Local schools have been hesitant in initiating programs for persons with special needs. Prevocational or exploratory courses in junior high schools, and remedial reading and math courses in two regional schools have been instituted. The type of program that is being planned and implemented in several of the Vocational-Technical or trade high schools to serve persons with special needs will begin in the ninth grade. Students will take a remedial English, Math, History program for three hours in the morning and a three hours shop program in the afternoon. The student will follow a similar schedule in the tenth grade and in grades eleven and twelve, he will embark on a work-cooperative program. Two schools are offering summer programs for students who need remedial instruction in Math and English before being admitted to the unit trade programs.

The diversity of the offerings and the quality of these offerings was improved during the year. A number of schools instituted remedial and short-unit programs, not for the "disadvantaged" students especially but for those regular students who were in danger of falling behind their companions. New courses or new units in fields such as the Health Occupations, Combined Business-Distributive, Food Technology and other Agricultural Related, Business-Office, Basics Electronics, Construction Trades, Automotive Specialities, the Metals Trades and trades mainly filled by women, (e.g. Cosmetology, Custom Dressmaking) were added to the local communities programs. In addition, the Vocational Bureau continued its cooperation with the Newton Project which is aimed at providing short-unit, comprehensive occupational education for lesser talented pupils who ordinarily would find no path into vocational education of the conventional sort. This program is experiencing reasonable success and has caused the Newton officials to consider, both during the past year and at present, means by which this type of program might be offered on a vocational comprehensive basis to more of their students.

Regarding the dropout and the unskilled academic high school graduate, the record for 1969 is meager. A number of schools however continue with such efforts, primarily for academic students -- as in Weymouth High School, where special courses consisting of trade instruction only are offered. At least two of regional vocational-technical schools also began modest programs of this type. The better the facility, however, the more likely its space would be used for MDTA programs and the like, which fall more into the adult catergory.

In the 1969 projected plan the recent State Law mandating the State Department of Education to establish and operate training and retraining centers was mentioned. Local directors were canvassed to see how these centers should be used -- providing that funds were appropriated by the General Court. Significantly, most local directors felt two or more of these centers, located in the major urban areas could serve almost exclusively as multi-occupational short-units specially designed and equipped, centers for the disadvantaged. Although no definite study has been made of the feelings of the vocational and non-vocational educators in Massachusetts, the feeling of the Vocational Bureau is that separate facilities should be provided. All local directors who wish to embark on programs such as the above will be encouraged. The main strategy, however, will be to encourage the General Court - through the State Board of Education and the Commissioner - to appropriate funds for the skill centers mentioned above and, through the RCU, to collect as much usable information as possible from other States and programs concerning organization and implementation of instruction for the disadvantaged of all types.

Specifics Related to Planning Special Needs Programs:

Purpose: The objectives to which ALL vocational educators should be dedicated, ALL programs should be built around, and ALL community efforts should be directed is: To help All people develop their individual interests and acilities for work in occupations requiring less than a Baccalaureate degree and for which there is or is expected to be an economc demand; and to encourage and prepare persons for continuing study or for training at a higher level.

Physical Plant: Until recently, it was advocated that separate facilities be used, that the limited achiever not be integrated with the regular vocational school students. However, this could become economically infeasible, and a certain stigma could become attached to the program. Plans should be made whereby expensive duplication of facilities and equipment would not be necessary, and whereby the participants could be integrated into the main stream as much as possible.

Admission Policy: The emphasis here was that the local director of the vocational school where the classes for the special needs students are being conducted should have the final decision as to who is or is not admitted. Referrals for admission should be made by school principals and counsellors of sending schools in accordance with local policy. All admissions should be on an exploratory basis, and exceptional children under the supervision of another department or bureau of the state department of education should not be admitted without consultation with appropriate authorities.

Administration and Supervision: Under the Bureau of Vocational Education, Massachusetts Department of Education. It is strongly suggested that a supervisor of programs for persons with special needs be appointed in all State staffs, and all local staffs where the problem is particularly acute.

Type of Training: The type of training should be dependent upon job opportunities in the locality in which training is offered. The Division of Employment Security is, ordinarily, aware of the needs of local employers. Short duration, semi-skilled occupational training is recommended so far as practical work is concerned, and remedial or developmental academic training in the communication skills will be necessary. The pupil teacher ratio should not exceed 10 - 1 and in some cases, the instruction will have to be on an individual basis.

Instructional Personnel: Those employed to work within the limited achiever should be specially trained and meet the requirements established by the Vocational Bureau. These teachers should be empathetic and possess a sincere desire to work with the special needs student.

Advisory Committee: It would be most beneficial on both the State and local level to have an advisory committee to work with the supervisor of vocational programs for persons with special needs. Membership on such a committee should include representation from business and industry, the labor unions, the disadvantaged groups themselves, community action programs, the health field, civic leaders, the organizations which have contacts with the disadvantaged -- both public and private.

It was agreed that recognition be accorded those pupils who successfully complete their particular training program. A suggested way to do this was through the award of a certificate of accomplishment.

Teacher Education

No estimate was made of the total number of new teachers required, or, as seems more likely, the number of existing teachers who will require special training. Meetings will be scheduled for State shops of this type. Special qualifications standards for teachers recruited from industry or elsewhere have not yet been set, but this effort will continue during 1969.

3

MICHIGAN

Introduction

Generally the programs initiated prior to February 1968 were successful and laid the foundation for expanded efforts throughout the State.

Our records do not indicate programs which involve the physically or mentally handicapped.

Occupational Areas

During the 1968-69 school year the following programs have been initiated in Michigan.

A. Agriculture Education

Programs have been developed in seven cities with a total enrollment of 146 students. The focus has been in the direction of the establishment of landscape horticulture in our middle size cities.

B. Distributive and Office Education

Total enrollments of persons with special needs amounted to 2,677 in distributive education and 5,498 in office education. Also, as anticipated, a majority of the persons with special needs were from the Detroit school system where over 2,500 inner city youth were enrolled in distributive programs and 5,400 participated in the vocational office education program.

C. Home Economics Education

Nine school districts which include thirty-four schools reported serving students with special needs either through the regular home economics program or in special classes designed for them. No information is available as to the number of summer programs planned and conducted for individuals and families with special needs.

D. Trade and Industrial Education

There are a total of 421 students in Special Needs Programs. This has been a slight increase in activities which would be of value to youth with special needs. The program initiated at Portage in 1962 continues to expand and serve the interest of an increasing number of persons. This program, originally a part of the curriculum of one high school, has been expanded to the second school doubling the capacity for student participation.

Another program serving the needs of youth 15 and 16 years of age who are wards of the court was initiated at Camp Oakland and is sponsored by Waterford Township Schools. In this program, youth are taught to read through rewriting of instructional materials at a reading level to fit the ability of the Individual. Primarily there are three occupational areas in the program for boys: construction, residential grounds keeping, and automotive. In terms of numbers of youth served, the program is very small but it does serve the specialized needs of these youth by providing a means with which they may become a productive citizen in our society. Of 15 students in the initial program, two have progressed to the point where they have been placed in cooperative education programs with industrial employers.

Chrysler Corporation and Michigan Bell Telephone have aided schools in certain distressed areas of Detroit providing equipment used in special occupational areas. At Northern High School, the telephone company has provided electronic equipment to aid in the preparation of service workers repairing electronic equipment.

Two programs in the automotive service area have been initiated, one at Hazel Park and the other at Adrian. These two programs are designed for persons who are less likely to succeed in highly skilled jobs yet will provide for skill development in automotive service jobs requiring lesser knowledge of the automobile.

Within the Department of Education the following divisions have cooperatively worked together in a joint effort to design a meaningful program in vocational education for Persons with Special Needs.

A. Vocational Rehabilitation
B. Special Education
C. Curriculum
D. Title I

Robert S. Kennon was employed by the Michigan Department of Education in the Division of Vocational Education effective July 29,1968, as a Consultant for Persons with Special Needs.

We have been very active recently in planning with the staff of Michigan State University for summer teacher training workshops in health occupational and in consumer education. We have conducted workshops for local school districts to sensitize teachers and counselors to the Persons with Special Needs.

MINNESOTA

Occupational Areas

Agriculture

In the past year, 1,524 vocational agriculture students with special needs were enrolled in 274 high schools, 20 area vocational schools and three junior colleges.

Business and Office Occupations

A large number of persons with special needs are served in this area, especially in general clerical and office machines programs. The Work Opportunity Center in Minneapolis conducts a cooperative program for students with special needs. Ungraded classes were provided for 169 disadvantaged students and placement services were provided for placing them in jobs related to the occupational objectives of the training. The area vocational-technical schools make special efforts to prepare these students for the general clerical program after exposing them to the basic education curriculums.

Distributive Education

No additional high schools developed special programs for persons with special needs as 308 disadvantaged students are currently enrolled in the regular preparatory program in distributive education. All special programs for special needs begin working with students in the 10th grade or at age 16.

Health Occupations

Nurse's Aide programs at the Work Opportunity Center expanded to require a second teacher. There are 28 students currently enrolled, after placing 17 in jobs as nurses aides. The program for the mentally retarded was transferred from M.D.T.A. to funding under the Vocational Education Act. Twelve students, including four males have enrolled in the 17 week program. These persons will be employed as service workers and will assist with personal care and feeding of severely mentally retarded patients.

Home Economics

A total of 51 Rochester State Hospital patients completed a program in homemaking for emotionally disturbed. Forty-six completed a basic sewing program. Eight students, patients of Brainerd State Hospital completed a program in custodial services coordinated by the Brainerd Area Vocational Technical School. The objective was to provide necessary skills and attitudes for jobs in schools, institutions, and for industrial housekeeping. Eight mentally retarded Cambridge State Hospital patients were enrolled in a housekeeping service worker class through the Pine City Area Vocational-Technical School , in cooperation with Vocational Rehabilitation and social rehabilitation services of the Cambridge State Hospital.

A home economics survey of students with special needs in Minnesota revealed the following:

180 of 365 schools returned questionnaires
848 slow learners were enrolled
88 had impaired hearing
117 had defective vision
81 has psychomotor handicaps
88 had identifiable emotional handicaps.

Teacher Education Activities

Workshops for Vo-Ag teachers were held for 14 sessions, enrolling 386 instructors. **Forty** meetings for new teachers were held.

Workshops for distributive and office education teachers were held at Mankato and St. Cloud State Colleges during the year.

A Health Education conference was held at the Nolte Centers for Continuing Education Requirements for Vocational Education **instructors. Certificates** were completed for 152 Home Economics teachers in 1968.

A Vocational exploration in-service project was conducted in 1968 summer for thirteen teachers from junior and senior high schools with three group leader counselors.

Work Opportunity Center

The Work Opportunity Center of Minneapolis continues to serve as a special vocational high school for Minneapolis students with special needs.

The curriculum is highly flexible with individualized pre-occupational and occupational experiences combined with academic instruction on an ungraded basis, employability training, and supportive services in depth. Credits are transferred to the students regular high school before graduation.

The school services youth, 16-21 who are no longer attending school, young people who have graduated, but desire short-term training and students who plan to leave school and/or need special programs. Training areas included:

- Small Engine Repair
- Machine Tool Operation
- Retail Sales
- Related Drafting
- Welding
- Electricity
- Electronics
- Photo-Offset Printing
- Service Station Operation
- Food Preparation
- Food Service
- Nurses Aide
- Hospital Orderly
- Homemaking Services
- Typing
- Business Machines
- Dry Cleaning
- Building Maintenance

Since the start in January, 1967 over 1,500 young people have been enrolled, 1570 have received occupational and educational guidance, 300 have received free complete physical examinations and specialized medical services, 52 young people who dropped out of high school in their senior year have earned enough credits at the Center to enable them to graduate from high school, six students prepared for and passed the G.E.D. test and received an equivalency high school diploma. In 1967, 45 students who were dropouts returned to school in the Fall of 1967; 48 returned in September of 1968.

Work Coordinators secure jobs for the W.O.C. students. Since 1967, 550 young people have been placed in jobs. The overall average earning rate of these placed trainees was $1.80 per hour.

The Work Opportunity Center is financed by funds from Title III, Elementary and Secondary Education Act, the Vocational Education Act of 1963, the Minnesota State Department of Education, and the Minneapolis Public Schools.

Indians

The home building programs at Red Lake and Lech Lake Indian Reservation were continued. The White Earth Reservation program was discontinued. Programs to upgrade previously trained Indian carpenter was not approved for funding, but a basic education and pre-vocational program for the Mille Lacs Reservation has been funded for 1969. It will operate in the new Community Center built by O.E.O. Through CAMPS, closer cooperation has been established to serve the needs of the urban as well as the rural Indian.

The St. Paul Guidance and Occupational Center, opened March 24, 1966, provides services for out-of-school youth ages 16-22. Over 450 trainees have been processed since then, with a three phase program of Guidance, Basic Education and pre-vocational instruction. Individual programs are designed to meet the needs of each trainee.

Most of the trainees (90.2%) have been sent on to further training or are gainfully employed in a variety of occupations. This program is funded through the St. Paul Public Schools with M.D.T.A. funds.

Cooperation with Other Agencies

Continued cooperation is maintained with all agencies which have interests in vocational education or in youth of high school and college age. This includes the following agencies:

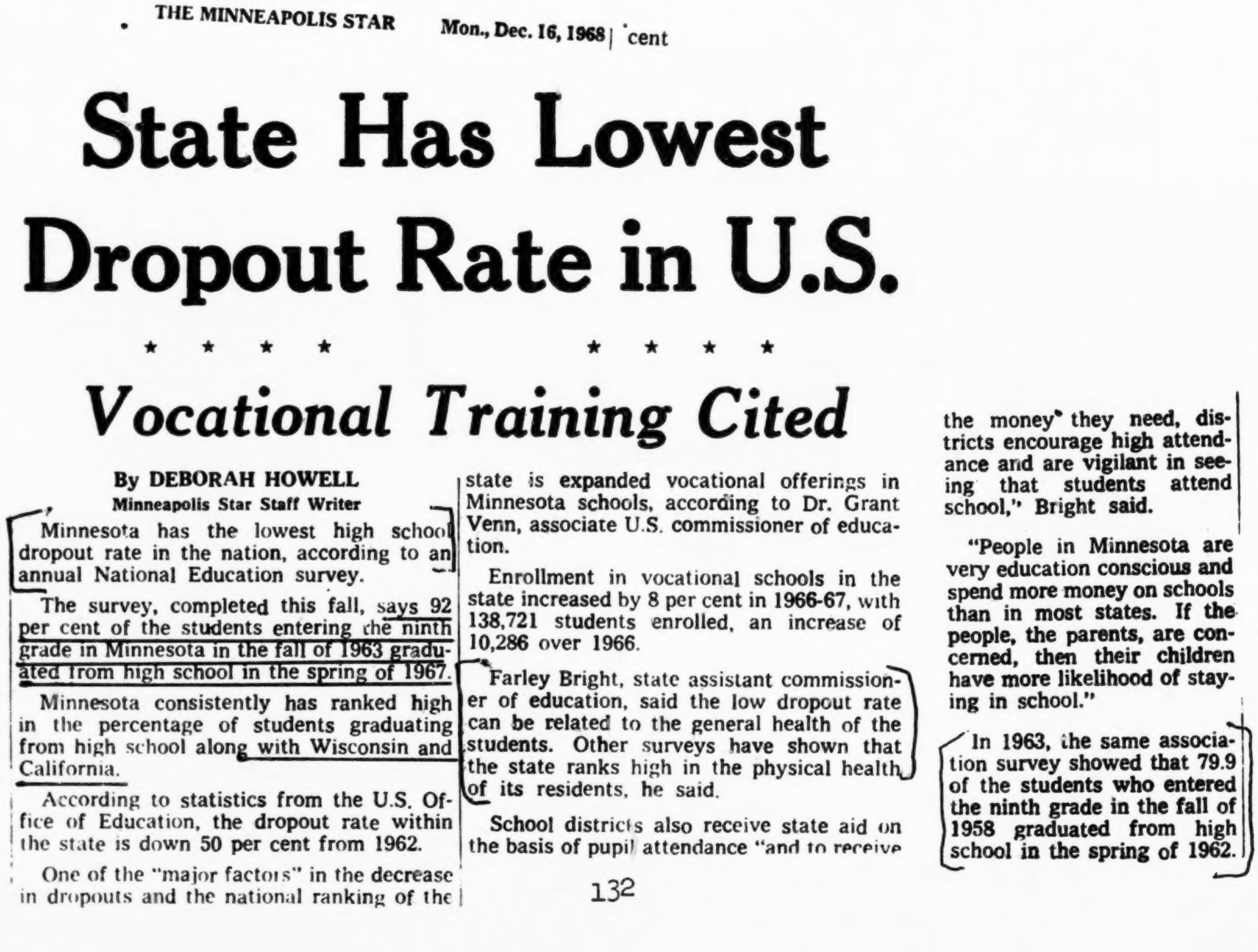
University of Minnesota
Bureau of Indian Affairs
Department of Vocational Rehabilitation
Department of Public Welfare
Department of Health
The Small Business Administration
The Bureau of Apprenticeship and Training
Neighborhood Youth Corps
State Industrial Commission
Department of Corrections
Department of Agriculture
State Employment Service
Minneapolis Urban League
The Industrial Commission
Twin Cities Opportunities Industrialization Center
Work Opportunity Center of Minneapolis
CAMPS
Natural Alliance of Businessmen
Department of Economic Development

Unmet Needs

Adult preparatory programs need expansion to serve those adults who wish to qualify for entry requirements for Vocational and Technical courses. This is the only large block of identified persons with special needs which is not being served adequately. When programs are available, these adults become highly visible, revealing a demand which was there all the time. Availability is the answer to adult education programming.

Another weak spot appears to be the lack of facilities and instructional personnel for expansion on the secondary level. Basic education and pre-vocational programs continued in 1969 in Duluth, now housed in one facility with Adult Basic Education, New Careers, Operation Maintenance, C.E.P. and N.Y.C.

Coupled O.J.T. with Plan for Progress employers identified difficulties and shortcomings in coordinating services from the Work Opportunities Center, the Minnesota Rehabilitation Center and the Twin Cities Opportunities Center which provided a variety of services in each instance. A majority of the disadvantaged trainees became employed, but did not go into formal O.J.T. programs, which was a prime objective. This be followed in 1969.



THE MINNEAPOLIS STAR Mon., Dec. 16, 1968 | 'cent

State Has Lowest Dropout Rate in U.S.

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Vocational Training Cited

By DEBORAH HOWELL
Minneapolis Star Staff Writer

Minnesota has the lowest high school dropout rate in the nation, according to an annual National Education survey.

The survey, completed this fall, says 92 per cent of the students entering the ninth grade in Minnesota in the fall of 1963 graduated from high school in the spring of 1967.

Minnesota consistently has ranked high in the percentage of students graduating from high school along with Wisconsin and California.

According to statistics from the U.S. Office of Education, the dropout rate within the state is down 50 per cent from 1962.

One of the "major factors" in the decrease in dropouts and the national ranking of the state is expanded vocational offerings in Minnesota schools, according to Dr. Grant Venn, associate U.S. commissioner of education.

Enrollment in vocational schools in the state increased by 8 per cent in 1966-67, with 138,721 students enrolled, an increase of 10,286 over 1966.

Farley Bright, state assistant commissioner of education, said the low dropout rate can be related to the general health of the students. Other surveys have shown that the state ranks high in the physical health of its residents, he said.

School districts also receive state aid on the basis of pupil attendance "and to receive the money they need, districts encourage high attendance and are vigilant in seeing that students attend school," Bright said.

"People in Minnesota are very education conscious and spend more money on schools than in most states. If the people, the parents, are concerned, then their children have more likelihood of staying in school."

In 1963, the same association survey showed that 79.9 of the students who entered the ninth grade in the fall of 1958 graduated from high school in the spring of 1962.

MISSISSIPPI

Occupational Areas

Enrollment in Special Education Classes

	FY 1968		1969	
	Students	Classes	Students	Classes
Agriculture	160		360	20
Home Economics (Gainful)	319		390	19
Trades & Industry	380		800	34
Health Occupations	43		65	3
Distributive Education			45	3
Business and Office			90	3
TOTALS	902	61	1830	82

These figures reveal an increase in enrollments in the regular occupational areas of more than 100%. In 1968, there were 902 special needs students enrolled in 61 classes with 47 teachers. This increased to 1,830 students in 82 classes. In addition, 63 students are enrolled in vocational courses in junior colleges who were unable to keep up with their related basic education. Teachers have been employed to take these students in small groups of not more than twelve and give them individual tutoring at their grade level. These 63 students are enrolled in the vocational classes in two junior colleges. This is to be increased to include at least three other junior colleges in fiscal year 1970.

Work in Correctional Institutions

Seventeen classes for vocational education for persons with special needs are in operation in correctional institutions in Parchman, Oakley, and Columbia. These classes are in agriculture, home economics, and trades and industry occupations.

Personnel Changes

A State Supervisor for special needs has been appointed for 1969. Mr. Walter L. Hutchins, Area Consultant, Special Needs is now serving in this capacity. He expects to expand this work considerably in 1970. He will receive the cooperation of all of the occupational services in vocational education and the State Director.

MISSOURI

Introduction

The expansion of vocational and technical education programs for persons with special needs continues to be an area of real concern. Meetings have been held with school administrators and individuals concerned with the administration and operation of programs at the local level. In these meetings, stress was made for local initiative in determining persons with special needs to be followed with conferences with staff members of the Division of Vocational and Technical Education to perfect programs to meet these needs. Three approaches will be taken to meet these needs. Classes will be organized for these special groups. A second approach will be to enroll students in regular vocational and technical programs with supplementary institutional experiences to meet the specific needs. A third proposal to serve this group is to support other agencies which are instituting such programs. The chief problem at the present time is alerting local school personnel to the urgency of developing programs for the disadvantaged.

Occupational Areas

Providing effective training for individuals with special needs in the area of vocational agriculture is rather difficult since the opportunites for this type of training are limited in most schools in which vocational agriculture operates. One school added a program for 10 individuals during the past year. These individuals were given special instruction in developing non-farm agricultural skills. In business and office education 12 experimental programs have been initiated for students with academic, socio-economic, or other handicaps to improve their social maturity, self-care, communication skills, social competency, and self-direction. None of these educational programs are located in the rural counties of Missouri where economic and educational levels are very low. However, this is an area of great need and must be given a high priority in 1969. The Public School system in St. Louis has developed a program for Track III general curriculum secondary students with special problems. In the Kinlock School system a successful program has been initiated to provide basic skills for initial employment. The Kinlock program will expand its program course offerings to include an additional remedial class and provide an office cooperative program for students enrolled in the terminal phase of the program. It is anticipated that this program will grow extensively in this community. In addition to staff for these programs, several programs will incorporate a cooperative phase into the business and office programs during 1969.

A new state business and office education curriculum guide for individuals with special needs was made available for the second semester of the 1967-68 school year. With proper guidance, supervision, curriculum resource units, and research activities, the results of new methods of instruction for individuals who have special needs will continue to improve. In distributive education, six of the nine St. Louis City High Schools initiated programs for persons with special needs. Students at the tenth grade level in this catergory were enrolled in a one hour course entitled "Education for Employment in Distribution." There were 320 students enrolled in this course and its purpose was to prepare the learner for basic entry job skills, attitudes, and appearance. The adult distributive education section conducted special programs in food service at the Training Center for men at the Moberly and in St. Louis for the Bureau of the Blind.

In home economics, the Special School District of St. Louis County has approved four classes for unclassified learners of limited academic ability. Six classes of employability training for high school youth who plan to terminate their formal education at the end of the sophomore year were held in the City of St. Louis. In Kansas City, the second year of an experimental program for students with academic, social and cultural disadvantages was continued. A pilot program for students with occupational objectives, but with limited ability, was initiated at Lee's Summit. Three classes were held for unwed mothers at the Florence Crittendon Home in Kansas City. These incorporated employability training and entry level skills with remediation. In trade and industrial education, persons with special needs were served largely through trade preparatory classes which were organized for a short period of time with a definite job in view. Placement from these training classes has been very good.

Occupational Areas

Kansas City

A class of Family Life and Homemaking Education was held for out-of-school youth at Florence Crittenden Home for Unwed Mothers with 29 girls enrolled. Six sessions were held.

Four teacher training sessions were held at the Wayne Miner Day Care Center (part of a low-rent public housing facility) with 11 adults enrolled in the course. The adults used the experience in leading parent education discussion groups.

The "BEST" program at West Junior High School completed the three-year experimental plan at the close of the 1967-68 school year. Sixteen girls were enrolled at the ninth grade level and 13 at the tenth grade level. Nine girls graduated from the program. When the program began three years ago, many predicted that the enrollees would never complete the course, yet, these girls with emotional, financial, educational, social, and cultural problems have gained considerable maturity and skills which will better equip them to go on to the last two years of high school, a job in a home economics related occupation or possibly other employment training. At the present time, all nine plan to complete high school. Through personal counseling, field trips, home visits, and conferences with parents, and through work experience, the students have enlarged their vision and improved their self image during this experience. The program is continuing during the 1968-69 school year; however, enrollment has been limited to ninth and tenth graders. The current follow-up reveals that seven of the ninth graders are enrolled in the 10th grade of the "BEST" program, three have moved to another district, five have changed to another program, and two have dropped out for work or personal reasons. Of the tenth graders, nine are still in school and five have dropped out or moved out of the district. Each class meets for a two-hour session with the tenth graders assuming work responsibilities in the school cafeteria daily. Present enrollment includes 12 at the ninth grade level and 9 in the tenth grade. The experiment has been successful. The students completing the three-year program are young ladies now. They have gained considerable maturity. They are no longer unstable, ready to fight without provocation. Their language is respectable. They have learned how to greet people and visit with them. The center has also served as a cooperating center for student teachers from Central Missouri State College's inter-city project in teacher education.

During the first semester of 1968-69, two new programs have been initiated in Kansas City, one at Humbolt School for students who could not relate to personnel or programs in other schools, and one in the juvenile detention home for youth in trouble with the "law." Plans are presently being made for programs for unwed mothers. These two programs are being given leadership by vocational administrators but are not funded from vocational education funds.

St. Louis

A pilot program in food service was begun in 1967-68 at two high schools, Central and Soldan. The course was designed for boys and girls interested in working in food service in entry level jobs. The course provided knowledge and skills of less than technical level. All students (40) were in the 12th grade. In 1968-69, the program was expanded and offered to ninth graders in an attempt to acquaint them with the wage-earning program early in high school with the hope they would be motivated to remain in school and be able to relate the academic subject matter and skills to training for employment. The majority of students are over the normal age level for the ninth and tenth grades. One class has been maintained for 12th grade students. The program is offered in three high schools, Soldan, Central, and Vashon. Seven classes with a total of 132 students (41 boys and 91 girls) are being conducted by three teachers of home economics.

A terminal education program for girls on the low tract was introduced on an experimental basis in 1966-67. Classes are offered for both one hour and two-hour periods and are designed to help students achieve personal maturity as well as to prepare for the dual role of homemaker and wage earner. Students were encouraged to accept summer employment on both wage earning and volunteer basis. None of the group proceeds beyond the sophomore year in high school. During 1968-69 five high schools are participating -- McKinley, Beaumont, Soldan, Summer, and Vashon. A total enrollment of two boys and 243 girls are taught by nine teachers. In the fall of 1969 each program will be expanded.

A new course, a four-year program in Child Care Services will begin at O'Fallon Technical High School. Clothing Service will be introducted at Roosevelt High School and a class for terminal students at Central . Food Service will be taught at McKinley, Roosevelt, and Summer. Programs for adults are varied and no attempt has been made to identify persons with special needs.

A new program for special education (retarded learners) was begun in the fall, 1968 in 19 elementary schools. (Students are from 13-16 years of age.) This will have some units on orientation to the World of Work.

A school for unwed mothers, which permits them to attend clasess during the confinement period then to return to the regular school after the birth of the child, is being conducted in an improvised suite in a neighborhood community building.

Special programs for the physically handicapped are located at Gallaudet and Michael Schools. Lincoln and Ford Community Schools also serve students who need a different type of school environment to get an education.

Cape Girardeau

A factory sewing program for adults was initiated with the cooperation of a local garment factory. Enrollees were young mothers receiving welfare or public aid.

Columbia

Columbia was the first community to try a food service program during the summer, thus making maximum use of such a facility. Adults enrolled in the class were referred by welfare personnel. Local business and industry assisted with counseling, placement, finance and provision of foodstuff for the cooking and serving experiences. A number of meals of various types were served. The class met for ten weeks. Additional classes have been held during the fall and winter.

Two classes in hotel and motel housekeeping were also held with various agencies and businesses participating.

Lee's Summit

A pre-vocational program was held at Lee's Summit for girls with social and emotional problems which prevented full participation and achievement in the total school program. By using different approaches to teaching, keeping the class small, and counseling with students and parents in a home visitation program, students have taken a new interest in school and have improved their self-concept.

Programs for Confined Persons

Consultative service has been given to the Women's Correctional Institution, State Training School for Girls, and to mental institution Assistance has also been given to other service areas including Vocational Rehabilitation.

Industrial Education

A seven-week training program was set up in St. Louis during the summer to assist training the disadvantaged in basic preparation for service station work - which included experiences on the job in a regular service station.

In the Sikeston area 50 individuals, who were not eligible to enroll in adult vocational programs, are enrolled in classes to eliminate educational deficiencies in order that they may enroll in vocational programs.

In St. Joseph a group of young employed adults have been identified, whose general education is too low for further training and advancement. A class has been set up to assist them.

Office Education

The ten comprehensive public high school in St. Louis offer clerk-typist, stenographic, and office coop programs. The O'Fallon Vocational Technical Center has developed specialized courses in office machines, office production, junior accounting, and data processing. These courses are offered on a one-half day basis to students who regularly attend one of the comprehensive high schools.

A sophomore course entitled "Junior Clerk" offers four ten-week units of cashiering, filing, payroll records, and stock and inventory control. This course provides entry skills for those students who may drop out when they reach the compulsory attendance age. It enables other students with financial difficulties to participate in work experience programs during their last two years of high school.

Our section and a state-wide curriculum committee developed a curriculum guide entitled GENERAL OFFICE TRAINING which is specifically designed for special problems, in business education. The guide is student and project oriented. Many of the projects have been incorporated into the St. Louis program.

Adult Distributive Education

A Food Service Program (1967-1968)

In South Cape Girardeau, Missouri, is located a basically Negro section called Smelterville. In this section lives several young mothers, late teens and early twenties, who are struggling to provide a good home for their families.

These young women were unemployed and wanted a job. There was a definite need for an experimental program designed to serve these young mothers whose only support seemed to be public assistance.

The Vocational Director of the Cape Girardeau Public Schools and others looked at the employment possibilities for these potential trainees. They also looked at the local facilities for training these people and potential employment areas after training was given and it was decided that the food service industry of Cape Girardeau and surrounding areas could furnish employment for a number of trained people.

Cape Girardeau and the surrounding area has many eating establishments and it was found that these establishments were in need of food service workers in all areas of the industry. They also found that the pay was not too great in some of the areas, but a good employee would be able to increase the income of the home from which she comes.

The Vocational Director of the Cape Girardeau Public Schools and a representative of the Missouri Division of Employment Security organized an eighty-hour course with the local vocational school providing all the classroom facilities and with the aid of the Vocational Division of the State Department of Education, the local technical school provided instruction. The Employment Security people screened the applicants for the class.

This course was offered for these young mothers and others of the Cape Girardeau community with the cooperation of the local Area Vocational-Technical School, Employment Security, and the Vocational Division of the State Department of Education.

Cooperation with Other Agencies

New or additional occupational fields to be provided for include the cooperative programs previously discussed in business and office education and the programs in the St. Louis City schools. In St. Louis, several food service programs will be initiated to serve senior boys and girls living in disadvantaged areas. The home economics staff in Kansas City is continuing the pre-occupational program and State staff members are working with schools for the deaf and blind to promote occupational home economics programs. In addition, consultant service will be continued in home economics at the state prison for women and in maintaining programs in home and family living offered to unwed mothers in institutions. Plans are presently underway for a cooperative program with the Division of Vocational Rehabiliation to establish programs in the state mental hospitals. New programs for trade and industrial education fields include assembly line workers, mining employees, and custodial workers.

Facilities for operation of programs for individuals with special needs will continue to be improved. Local school districts are making more adequate and satisfactory provisions for these programs. Are units will have an increasing awareness of needs for facilities for these programs in 1969. As in past years, emphasis will be continued for State approval of facilities for these programs.

MONTANA

Montana is presently offering vocational education programs for youth and adults in correctional institutions. We are offering the following areas of training to the youth in the boys correctional institutions: automotive mechanics, construction carpentry, industrial electronics, radio/TV servicing and electric motor and appliance repair. The girls at the correctional institution for girls are being offered typing, general office clerical, nurses aide, food management, food service and production, and general domestic service. The adult programs for the prison inmates are: auto mechanics, carpentry, meat cutter and meat dresser.

We are also in the planning stages of a program involving our office, the MDTA section of our office, the Montana State Employment Service, the correctional institution for girls, and a local vocational-technical center to provide a specific training course for girls to be released from the correctional institution but not ready to be gainfully employed. The girls will be slotted into the training of their choice as they are released.

Another program of special needs is to be conducted at Turner High School, a rurally isolated area in which they are working with about 35 potential dropouts. During the past year our vocational work-study program has assisted 64 individual students with special financial needs, and of this number, 24 of the students assisted were Indian students from Indian reservations.

The actual expenditures anticipated for fiscal year 1969 for students with special needs in Montana total $62,848.00. It is anticipated that $23,252 of the total will come from federal and/or state funds, and $39,596 from local funds. This is an increase of 106% over fiscal year 1968.

We have met with the special education personnel regarding meeting the needs of the handicapped as defined in the Vocational Education Amendments of 1968. We discussed tentative plans to cooperatively support a program with Title VI, ESEA; Vocational Rehabilitation; and vocational education. Many of our special needs people are being trained under MDTA programs utilizing facilities of vocational education schools.

NEBRASKA

Introduction

Considerable progress was made in the area of special needs. This year 2,998 students were enrolled in special vocational needs classes; an increase of 1,914 over the students enrolled last year. This number of course, does not include the many special needs students that are in regular classes, where extra time and instruction may be given. The age group ranges from 14 to 17 years in most special needs programs. In some cases, however, there are a few students up to 21 years of age.

At the present time, the special needs students are primarily set up in classes under the various occupational areas. This seems to carry a lesser stigma than those classes set up separately, and it appears that students are more prone to go in this direction. Special needs programs will be operated in schools which have adequate equipment available through their high school and post-high school programs of vocational education instruction. Our special education department and the Vocational Rehabilitation Department also have programs for the handicapped.

Occupational Areas

Enrollments of Special Needs Students in Nebraska, 1968-69

	Male	Female	Total
Distributive Education	17	7	24
Office Occupations	11	52	63
Home Economics	110	1066	1176
Trades & Industry	611	0	611
Health Occupations	0	0	0
Technical Education	0	0	0
Agriculture	119	0	119-
Separate Special Needs	184	72	256
Totals	1,052	1,197	2,249

Separate vocational special needs programs were conducted in all occupational areas except technical education and health occupations. Many special needs students were enrolled in regular classes and received special instruction to help them progress. In addition to these, two special needs programs were operated in Lincoln and in Hastings. These were conducted to assist students in getting prepared for entry into regular vocational education programs.

Eleven programs for students with special needs were funded through Title I, E.S.E.S. These programs were promoted, developed, designed, and supervised by the State vocational teachers.

Cooperation with Other Agencies

Close cooperation is maintained between the State Division of vocational education and the State Department of Labor and the State Employment Service. Cooperation with the Nebraska Resources Division has been of great benefit. Three staff members of the Division are members of the State Coordinating Committee of the Cooperative Area Manpower Planning Systems. There has been very good cooperation with the State Deparmtent of Education throughout the year. The Research Coordinating Unit has also cooperated with the work of the Division.

Personnel

There is no full-time Supervisor for Vocational Education for persons with special needs. These duties are performed by the State Director of Vocational Education on a part-time basis. Requests have been made for a full-time supervisor and secretary.

Teacher Education

A qualified teacher-coordinator is employed by the local school to provide the general and related occupational instruction and to arrange for cooperative work-study and on-the-job training. This instructor must have a valid Nebraska teaching certificate and must have at least the equivalent of two years of occupational experience other than teaching. He must also have a minimum of six semester hours of vocational education, three of which are in coordination techniques.

State staff people, local administrators and teachers met with the Nebraska Council on Teacher Education during the year to review thoroughly the vocational teacher requirements. Vocational courses were conducted at Kearney State College, Chadron State College and Omaha University.

There were no summer workshops or in-service courses for teachers of special needs scheduled this year.

Correctional Institutions

No activities were planned for 1969 for vocational education in correctional institutions. Technical assistance is rendered upon request.

Research

The Division of Vocational Education published a new set of guidelines for vocational education in Nebraska Public School in July 1968. (Bullentin #1). This sets forth procedures which local public schools must follow for participation in vocational education programs. It was developed in cooperation with public school administrators in workshops conducted throughout the State. These guidelines are for fiscal year 1969, but will be reviewed and revised for the implementation of the Vocational Education Amendments of 1968 which will go into effect under a new State Plan for FY 1970.

There are specific sections devoted to special needs programs, vocational guidance and counseling, diversified occupational education, adult basic education as well as the regular occupational area of vocational education. Also published was a 50 page bulletin: "Criteria for Special Education Programs in Nebraska," with general and specific information on special education programs.

Plans for the Future

A large increase in enrollment for special needs vocational education is anticipated in FY 1970, continuing the growth experienced this year. It is also expected that the vocational education staff will be augmented in FY 1970 for adequate implementation of the 1968 amendments. Requests to the State Legislature for the 1969-71 biennium have been made for this purpose. If this is granted, the program should move along rapidly in Nebraska.

NEVADA

Introduction

Emphasis in the special needs area has continued to center on programs in the two correctional institutions and the Nevada State Prison. Also, a new position was proposed--that of state supervisor of Institutional Education, in order to give more adequate attention to the needs of persons in institutions. A job description was developed and a budget proposed for this position, but unfortunately, it has not yet been approved.

The Welfare Department has continued to use funds, made available to it through the Economic Opportunity Act, to pay for training programs administered and supervised by the State Vocational Education Division in cooperation with local educational agencies. For example, a number of Urban Living programs have been held in the Las Vegas area to assist persons with homemaking and consumer education as preparation for employment. Several home health aide programs have been developed in cooperation with the Welfare Department. Basic education has been provided for participants in Title V Welfare programs in Reno and Las Vegas. These are full-time classes.

Within every possibility, Adult Basic Education is being provided to those on rehabilitation programs.

The Clark County School District Vocational Education Division is contracting with the CEP (Concentrated Employment Program) to provide vocational adult high school and adult basic education.

Description of Activities

Listing and brief description of Vocational Education activities for handicapped students with physical or mental handicaps not requiring the services of special education.

A. Opportunity School

This program provides instruction for school age students in the Clark County School District (Las Vegas area) who have severe social adjustment problems. Students who have and may be expected to interfere intolerably with the educational program, safety or welfare of school personnel or students are offered instructional services to help them adjust and earn reinstatement to the regular school. Classes are conducted daily from 4 to 8 p.m.

B. Vocational Orientation Program

This program is offered to students at Hug High School in Reno, Nevada. The course is designed for handicapped students who have shown deficiencies in keeping up with students in regular classes and in all probability will not complete the requirements for high school graduation. The purpose is to introduce the concept of work and prepare them for entry level positions, in service occupations, where their inability to solve complex problems will not be a detriment to success. Developing pride in a job well done, integrity, every day consistency, promptness, cleanliness, grooming, respect for others and a desire to please is the realistic approach used in helping these students make the transition from school to the world of work.

Occupational Areas

Listing and brief description of Vocational Education activities for disadvantaged persons other than mentally and physically handicapped, continued or initiated since February 1968. (See also correctional institution programs not listed here -- No. 7).

A. Home Economics Related Programs.

(1) One hundred and seven students with special needs (disadvantaged) were reported by homemaking teachers as having enrolled this fall in homemaking classes. Many of these are students living on Indian reservations who have socio-economic handicaps. These children attend county schools, and home economics programs need to be especially planned to serve their needs within the total group.

(2) Seventeen students, many from minority groups, are enrolled in a merchandising program with emphasis on fashion and home merchandising.

(3) Sixty-one boys and fifteen girls in food production and service training programs are classified as students with with special needs. Many of these students are from minority groups, some have had severe behavior problems which have kept them from succeeding in regular classes.

(4) Classes: Fifty-three students are enrolled in programs to train for child care services.

B. Distributive Education Programs

(1) Regular distributive education classes are conducted in such a way that persons with special needs students are so enrolled. in these classes. Approximately 30 special needs students are so enrolled.

C. Agricultural Education

(1) Sixty-seven boys in Nevada enrolled in non-farm agricultural programs are classified as special needs students. Many of these boys live on Indian reservations, but attend regular classes in county operated schools.

D. Health Occupations

(1) Twenty-two persons have been enrolled in Home Health Aide classes to serve those with special needs. These were conducted with the cooperation of the Nevada State Welfare Department.

Cooperation with Other Agencies

In developing plans for a special education program to be held at the Proctor Hug High School, members of the following agencies were involved in the planning and will assist with the program: Vocational Rehabilitation, Special Education and Nevada Employment Security.

The Office of Economic Opportunity, State Welfare Department, Washoe Medical Center and others were involved in the planning and development of Home Health Aide programs for women and welfare.

The Inter-Tribal Council has also been involved in planning adult basic education classes and others.

Personnel changes affecting persons with special needs:

The program at Hug High School involves the services of:

1. Vocational Counselor
2. Director of Special Education
3. Director of Vocational Technical Education
4. Two counselors at Hug High School
5. Three teachers

The students will be assigned to regular classes when it appears to the advantage of the individual student and assigned to the special needs group, to prepare him or her to become a production worker.

The Opportunity School will use teachers from the regular day program. They will accept extra assignments to assist the special needs students in his rehabilitation.

Teacher Education Activities

No activities were reported this year.

Work done in correctional institutions under the Vocational Education Act of in cooperation with other agencies. (Fiscal year July 1, 1968 - June 30, 1969).

1. Nevada Youth Training Center at Elko

   a. Service Station Attendent. This course is designed to prepare young men between the ages of 16 and 19 to learn techniques and effective methods of servicing vehicles and minor repairs which could be performed in most service stations. We anticipate an enrollment of fourteen (14) students. $2,881.00 of federal funds have been allotted to the program which has a budget of $9,456.12 to pay the instructor and purchase needed equipment and supplies.

   b. Carpentry. This course is designed to teach young men between the ages of 16 and 19 how to use machines and hand tools in producing useful articles from wood. Types of wood and the use of each are studied. Surface preparation and the use of hardware are also included in the course. $2,657,50 of federal funds are allotted as part of the $10,274.13 budget for salary, equipment and supplies. Twenty (20) students are expected to be enrolled in this course. This course may be used for credit toward high school graduation.

c. Auto Mechanics. This course is designed to prepare young men between the ages of 16 and 19 to understand the function of the internal combustion engine and other parts of the automobile. The student is taught to diagnose malfunctions and repair or replace defective operation. $2,444.00 of federal funds are a part of the total budget of $11,588.76 for this course. Fourteen (14) students are expected to participate in this course. This course may be used for credit toward high school graduation.

2. Nevada State Prison at Carson City, Nevada

a. Carpentry. This course is designed to teach the enrollees proper use of machines and hand tools, safety in operation and techniques of cabinet making. Twenty-five (25) students are expected to profit from this course. $2,250.00 of federal funds are to be a part of the $8,045.00 salary paid the instructor. This course may be used for credit toward high school graduation.

b. Metal-Machine Shop. This course teaches the use of machine tools, hand operations, assembly procedures, sheet metal, welding and desigining of metal parts and machines. Twenty-four (24) students are expected to profit from the instruction. $2,250.00 of federal funds are a part of the $9,082.00 salary paid the instructor. This course may be used for credit toward high school graduation.

c. Auto Mechanics. This course starts with a unit of safety and continues to cover units on each functional part or system of the automobile. Twenty-five (25) students are expected in the class. $2,250.00 of federal funds are a part of the $9,533.00 salary paid the instructor. This course may be used for credit toward high school graduation.

d. Laundry & Dry Cleaning. This course covers business organization and management, dry cleaning, fabrics, pressing, laws and codes, plant construction, safety, washing and delivery to the customer. Seventy (70) students are to be enrolled. $2,250.00 of federal funds are to be used toward the instructor's salary of $8,045.00. This course may be used for credit toward high school graduation.

e. Real Estate. Forty students are expected to take part in the two classes offered, one of which is now in session. High school credit if offered.

f. **Business Principles and Management.** Forty students are expected to take part in two classes offered, one of which is now in session, High school credit is offered.

g. **Alterations.** This class is starting on January 15 with the primary purpose of helping the women prisoners learn to make simple repairs and alterations on their own clothing and to make wearable for their use other donated clothing. This is a class in cooperation with the Caron B. P. W. Club which has as a project collecting good clothes which prisoners can use on their release.

3. Nevada Girls Training School at Caliente

a. **Secretarial-Clerical Occupations.** This program is being offered to prepare students in secretarial-clerical occupations according to their abilities. Twelve students are enrolled, but this number may increase during the year.

b. **Homemaking and Family Life Education.** Fifty to sixty students are expected to be enrolled during the year in this program. Students enter and leave at different times so the courses are planned in such a way that students can enter at any time and still benefit from the training.

Enrollments data on Vocational Education programs for persons with special needs in the State--1968-1969.

Home Economics	107
Distributive Education	47
Trade and Industry	
Food Production	76
Health Occupations	22
Child Care Services	53
Agriculture (non-farm)	67
TOTAL	372

Programs in Correctional Institutions
Youth Training Center at Elko:

Service Station Attendent	14	
Carpentry	20	
Auto Mechanics	14	48

Nevada State Prison at Carson City:

Carpentry	25	
Metal Machine Shop	24	
Auto Mechanics	25	
Laundry & Dry Cleaning	70	
Real Estate	40	
Business Principles and Management	40	
Alterations (women)	20	244

Nevada Girls Training School at Caliente:

Secretarial-Clerical	12	
Homemaking and Family Life	60	72
TOTAL enrollment in Correctional Institutions		364

Research

No significant reseach is being undertaken at present

Special needs programs are now in operation at the Nevada Youth Training Center, at Elko, the state prison at Carson City, the Opportunity School at Las Vegas and Hug High School program at Reno. Specific training is given in:

- Carpentry and Cabinet Making
- Service Station Attendant
- Auto Mechanics
- Auto Body
- Food Preparation
- Machinist and Sheet Metal
- Welding
- Human Relations
- Service Occupations

Among the recommendations was a position to be included in the State Department of Education structure that would give direct leadership and supervisory assistance in implementing, extending and improving institutional education and training programs, specifically at the Nevada Youth Training Center for Girls, Nevada Youth Training Center for Boys and The Nevada State Prison. Another recommendation was that the State Department of Education receive appropriations to assist in carrying out education and training programs at the institution. We believe the position of Supervisor, Institutional Education, would have direct responsibilities in approving fund allocations, developing curricula, training instructors, and evaluating programs, together with providing direct coordination between the State Department of Education, cooperating county school districts, State institutions, and public advisory committees.

Another aspect of the position will involve coordination with a number of Federal programs that have vocational and educational components, such as Neighborhood Youth Corps, Work Incentive Training, "Jobs", MDTA, Head Start, Upward Bound, BAT, etc.

Plans for evaluation are included to give direction for future planning.

NEW HAMPSHIRE

Introduction

The Vocational Guidance consultant with two other staff members have assumed the responsibility of developing limited plans for 1969. The lack of matching funds is given as the reason for the lack of a program and staff.

No staff is employed specifically for work with programs for persons with special needs. The consultant for Vocational Guidance is assuming this responsibility and has developed with other staff members, some plans for 1969. New Hampshire is attempting to develop programs with individual school districts that have some funds allocated to work with persons with special needs. The requirements that funds be matched by purpose is seriously limiting our ability to use federal funds in the development of such programs.

Programs in Operation

Currently a task force, including a consultant from Vocational Rehabilitation, a Department of Education consultant in Special School Services and the consultant in Vocational Guidance, prepared proposals for work at the Crotched Mountain Rehabilitation Center including a program for the School for the Deaf and a program with the therapeutic Education Center at the New Hampshire Industrial Center at Manchester. In both instances, programs were developed in the Trade and Industrial field on a very limited basis to provide young people in these institutions with entry competency in a variety of occupations. These included Service Station Mechanic, 15 weeks, and a Parks and Groundskeeping program of 10 weeks.

It is hoped that matching funds can be found so that some equipment and staff may be provided for from Vocational Education Act. At the New Hampshire Hospital, a program in Home Economics is being developed so that girls in the institution may have some wage earning occupational competency when they are released from the institution. Some consideration is being given a program in Business Education at the New Hampshire Hospital. Several local school districts that have classes for persons with special needs in the general academic area are also being contacted to see if some type of vocational program can be developed.

At the post-secondary level, a pilot one-year program for students who cannot meet the educational qualifications for admission to the regular vocational institute program is being developed. The students who fall into this catergory are called persons with special needs. A Vocational Institute Preparatory Program (VIP) has been developed by the Vocational Institute personnel at Berlin, New Hampshire with considerable emphasis being given toward orientation, counseling, vocational exploratory and the development of remedial courses necessary to bring students up to the vocational and technical education level of the regularly enrolled student body. There were 12 students enrolled. Library reading and study school development will be given considerable emphasis.

A special summer session was planned and conducted by the State Department of Education for Vocational Education Instructors July 3 to August 20 1968, at the Crotched Mountain Foundation Rehabilitation Center. This course concentrated on methods of working with vocational students and especially those with special needs. It was sponsored jointly by the Division of Vocational-Technical Education and Vocational Rehabilitation of the New Hampshire State Department of Education. Robert Parsons was the Project Coordinator and James R. Hobson was Project Director and Consultant.

NEW JERSEY

Brief comment on actitities mentioned in February 1968 Report, noting significant achievements or special accomplishments since that date.

Introduction

In establishing pilot demonstration projects for those with special needs, a four-phase pattern has emerged. The phases are:

1. Introduction to vocational for handicapped. This program has already been established for the normal youngsters--and might be started with pupils about twelve years of age requiring only some modifications of content so that vocations studied are realistic in terms of abilities of pupils.

2. Occupational conditioning. This is a pre-vocational program of explorations and evaluations operated within the school in which the pupil participated in simulated work situations--industrial, food service, health care, needle trades, maintenance, custodial, store management, etc. Every effort should be made to establish an atmosphere of working rather than study or skill training while the student is participating in this phase. In the case of the industrial work experience, real products of value will be produced from raw materials through the combined efforts of the pupil participants. The situation may greatly resemble a sheltered work shop with time-clocks, break times, and even pay envelopes. Following this phase, pupils will move to phase three or directly to phase four.

3. Simple skill training. In this phase, action will be taken based on evaluation results achieved in the previous phase. The pupil should be at least 14 years old, and only those who have shown a potential for profiting from skilled training should be involved in this phase.

4. Cooperative Education. In this program, disadvantaged or handicapped pupils are placed in part-time employment for pay while attending classes part time.

The purpose of Program for Special Needs in New Jersey is to prepare for direct entrance to employment or to prepare for entrance into regular programs which lead to employment as semi-skilled or skilled workers.

The original start made last year in Special Needs consisted of three pilot programs in simulated work training. Beginning with 1968-69 we have twenty-two programs in operation, a gain of nineteen over last year.

To help introduce this concept of simulated work training in Special Needs, the Division of Vocational Education has two Mobile Industrial Training Units in operation. These units are assigned to each school for prescribed periods. The trailers are equipped to train students in business and industrial procedures and practices. The trailers can accomodate 28 students in the course of a day in shifts of 14. Adults are served in the evenings.

A state Advisory Council of interested people has been formed to aid and guide our thinking about the kinds of programs we should be planning.

. Listing and brief description of Vocational Education activities for handicapped students with physical or mental handicaps not requiring the services of special education which have been initiated since February 1968.

Many handicapped persons are being served through adaptation of regular vocational programs. Vocational educators in New Jersey have always acknowledged this responsibility and have notably expanded this service to those who need this help.

Special Need students enrolled in regular Vocational programs in the following areas: trade and industrial, cooperative industrial education, technical, distribution, agriculture, office and home economics.
Totaled - 1,906

Special Needs students enrolled in Division Pilot Programs- - - 3,719

Total Persons Served- 5,625

Persons with Special Needs were provided for within the framework of Part-Time Cooperative Industrial Education. This Program provides three levels to meet the ability of the student. The #2 and #3 Programs are for pupils not being served by regular vocational programs.

#1 Cooperative Trade Occupations - for high skill training.

#2 Cooperative Industrial Occupations - for quickly learned skills.

#3 Cooperative Employment Orientation - for special needs pupils.

During the school year ending June 1968, #2 Cooperative Industrial Occupations provided jobs and training for 551 boys and 112 girls (total 663) who would not otherwise have been served by regular vocational programs. These students earned $720,962.00 which contributed to their own welfare as well as that of the family.

#3 Cooperative Employment Orientation Program trained 120 boys and 32 girls (total 152) who earned $94,311.00.

The school districts are increasingly accepting the responsibility for the placement of all students when they graduate, at the present time 104 school districts compared to 85 last year have been approved to operate Cooperative Industrial Occupations and 55 districts compared to 30 last year to operate Cooperative Employment Orientation.

This office has made a continuous effort to enlist the city school system in Cooperative Programs and has met with success this year. The Coordinator continues to be the key to the successful operation of these programs and in those cities where the Coordinators are familiar with the students and the area, high placement and motivation takes place.

In the Cooperative Employment Orientation Program some of the students have been employed in sheltered workshops which has helped make the transition from school to work for these pupils a regarding experience.

The Department of Labor and Industry in New Jersey has contined to give support and cooperation to these new programs.

Listing and brief description of Vocational Education activities for disadvantaged persons other than mentally and physically handicapped, continued or initiated since February 1968.

Special Needs Branch Pilot Offerings for the Disadvantaged

1. South Brunswick (summer program) for migrant workers. 50 students were trained in business procedures, food services, building maintenance, assembly line operation.

2. New Brunswick (summer) building maintenance.
   25 students. Carpentry 15 students. Machine Trades 15 students

3. Newark - 2 schools - assembly line, building maintenance.
   60 students.

4. Mobile Industrial Training Unit (summer) 76 migrant workers.
   Mobile Industrial Training Unit (school year and evenings) 424 students.

5. Mobile Business Training Unit - 130 students.

Cooperation with Other Agencies

To facilitate the cooperation of other agencies and to make them cognizant of "Special Needs" the following groups are represented on the New Jersey State Advisory Committee for Special Needs:

The Vocational Rehabilitation Commission, Office of Special Education, Teacher Educators, Sheltered Workshop Administrators, Industrial Representatives, and the Department of Labor.

Personnel changes affecting Persons with Special Needs: administrators, supervisors, teachers, counselors, coordinators.

Positions of responsibility at the State level have been established for the development of high priority Vocational programs for persons with Special Needs. At the Present time, two supervisors have been assigned the responsibility for the development of Special Needs Programs. The ultimate aim will be to make training available to persons handicapped in many different ways, who cannot succeed in the regular programs of Vocational Education. The State staff Supervisors for Vocational Education for persons with Special Needs are: Mr. Warren A. Jochem and Mr. Louis Sarandoulias.

Teacher Education Activities: workshops, conferences, and in-service training activities for teachers, supervisors, counselors working with Persons with Special Needs.

The following workshops for persons working with Special Needs students were held during the school year 1967-68.

1. State Teachers Association meeting, Atlantic City. Special Needs Programs and Cooperative Education Programs for Special Needs students.

One day workshop was held on June 7, 1968 for teachers of Special Needs Pilot Programs and for new staff members of Special Needs Pilot Programs. Pilot Programs were described by the respective school.

A one day meeting was held on September 25, 1968 for Superintendents of Schools for establishing new programs for persons with Special Needs.

Meeting with teacher educators to provide programs to train personnel.

Work done in correctional institutions under the Vocational Education Act or in cooperation with other agencies.

Work done in correctional institutions under the Vocational Education Act:

Distributive Education		Enrollment
Jamesburg Incarcerated Youth		12
N.J. Home for Girls Incarcerated Youth		24
Industrial Occupational Orientation for Inmates	Middlesex County Vocational School	76

Enrollment data on vocational education programs for Persons with Special Needs in the State

Special Needs Branch Pilot Offerings For The Mentally and Physically Handicapped

1. Bergen County Vocational School-for educable mentally retarded Orthopedically handicapped and emotionally disturbed students. 125 boys and girls.

2. Brick Township-for educable mentally retarded students. 60 boys and girls.

3. Bridgeton-for educable mentally retarded students. 20 boys and girls.

4. Collingswood-for trainable mentally retarded students. 20 boys and girls.

5. Edison-for the educable mentally retarded students. 25 boys and girls.

6. Gloucester Township-for educable mentally retarded, trainable mentally retarded, orthopedically handicapped, and emotionally disturbed students. 60 boys and girls.

7. Haddon Township-for brain damaged students. 11 boys and girls.

8. Hoboken-educable mentally retarded and slow learners. 50 boys and girls.

9. Monmouth County Vocational School-for educable mentally retarded and slow learners students. 24 boys and girls

10. Morris Hills-for the slow-learners. 11 students

11. Newton-for the educable mentally retarded. 18 boys and girls.

12. Piscataway-for the educable mentally retarded and socially maladjusted. 29 boys and girls.

13. Rahway-for educable mentally retarded students. 20 boys and girls.

14. Sayreville-for the educable mentally retarded, and slow-learners. 36 boys and girls.

15. South Brunswick-for the educable mentally retarded, socially maladjusted, and slow learner. 34 boys and girls.

16. Teaneck-for educable mentally retarded students. 20 boys and girls.

17. Union-for educable mentally retarded and trainable mentally retarded students. 20 boys and girls.

18. Wayne-for the educable mentally retarded. 45 boys and girls.

19. Mobile Industrial Trailer-(School Year) for educable mentally retarded, orthopedically handicapped, emotionally disturbed and disadvantaged children. 276 students.

Students served -- 904

Significant plans for Vocational Education Programs for Persons with Special Needs in your State for Fiscal Year 1969.

The Division of Vocational Education is funding a study of the principles and procedures of introducing educable mentally retarded into a regular Vocational-Technical High School.

For the Fiscal Year 1969 - 1970

Requests in the sum of a million dollars has been requested from local school districts for programs to serve Special Needs students.

DIVISION OF VOCATIONAL EDUCATION
PILOT PROGRAMS 1967-68
STUDENTS WITH SPECIAL NEEDS

	Educable - Mentally retard	Train. - Mentally retarded	Blind	Partially sighted	Deaf	Hard of Hearing	Communication disordered	Perceptually impaired	Orthopedically handicapped	Chronically ill	Emotionally disturbed	Socially maladjusted	Cult. or econ. deprived	Slow learner	Learning disability	Under achiever	Academically limited	Phy. impaired (birth defect)	Chest deformity	Epilepsy		TOTALS
ATLANTIC	12					1	1	1		2	3	5	52									77
BERGEN	8			3		1	14	2	3	9	22	15	33									110
ARLINGTON	12			4		5	2			12	13	12	35									95
CAMDEN	70	1		39		2	2	14	7	17	16	40	13	16								355
CAPE MAY	1	2				1	1	1		1	1	1	2									11
CUMBERLAND	74			3		6	4	1	6	11	54	84	61	4	1	1						310
ESSEX	213			1			3	1	2	3	14	54	374									665
GLOUCESTER	13			1		2	4	2	2	5	6	11	62									108
HUDSON	31									1	1	1	130									164
HUNTERDON	1					1			1	2		4	54									63
MERCER	19	11		17	64	4	5	1	4	3	18	32	224									402
MIDDLESEX	1			1			1	1	2	5	20	35	109									175
MONMOUTH	4		2	12		3	3	2	3	6	4	12	243									294
MORRIS	18	6		3			8	4	6	9	18	28	131				5	1				237
OCEAN	3									1	8	5										17
PASSAIC	14						3	1	14	11	8	4	85									130
SALEM						1				1			12									14
SOMERSET	2			2			7	1		1	10	20	31									74
SUSSEX	6			1		1		4	4	5	11	8	21									61
UNION	26			2		2	6		4	4	22	50	196	33					2			347
WARREN				2			4			2	1	1										10
TOTALS	528	20	2	91	64	30	68	36	48	101	243	425	[illegible]	53	1	1	5	1	2			3719

NEW MEXICO

Introduction

Persons with special needs are served in large measure by enrolling them in the regular program and individualizing their instruction. It is indicated that this method is employed because of the large number of small high schools in this state. At the larger high schools, some special programs have been developed and are operating successfully. The specific number, however, of such programs is not indicated.

Attempts have been made to expand programs with special needs in the State. The best plan to date seems to be to expand regular vocational education programs and enroll persons at the secondary level with special needs in those programs. Individual attention can then be given to these individuals. At the larger high schools, some special programs have been developed and are being operated successfully. The planned new area vocational school at Roswell, New Mexico has plans to move into the development of programs to serve persons with special needs as rapidly as possible. The new landscape program at Technical-Vocational Institute is designed primarily to meet the needs of some of these persons. The office education, home economics, health occupations, distributive education, and trade and industrial divisions are working closely with the state correctional institutions in planning and setting up programs. In addition, these divisions are working with the State School for the Visually Handicapped and the School for the Deaf on programs for the handicapped.

In addition to the on-going programs for persons with special needs an attempt was made to enlarge the scope this year. The Vocational agriculture teachers found that as many as 1,000 students enrolled in their programs could classify as students with special needs. The teachers concentrated on more services and assistance to the students. Special emphasis was given to providing more courses for girls and boys in reform schools.

Occupational Areas

Classes in food handling and services have been added at two high schools serving a total of 37 students and at two Junior High School serving a total of about 308 students.

Cooperation with Other Agencies

Programs under Title I & III, ESEA, have been checked by our supervisors. Classroom plans and equipment lists have been examined. Many instances are shown where Title I, ESEA, has supplemented vocational programs with equipment and supplies as well as instructors.

Teacher Education Activities

During the year various workshops have been held in business and office education, homemaking, consumer education, and Distributive Education.

A full time supervisor in charge of special needs will go to work January 15, 1969. He is Mr. James B. West.

Work in Correctional Institutions

Programs are offered at the Girl's Welfare Home in the area of Nursing Assistants program. The girls are involved.

Enrollment Data

The current reported enrollment in programs for persons with special needs in New Mexico is 950.

Signigicant Plans for the Future

I would still like to see 1 or 2 special courses developed at the State Penitentiary in the Distributive Education area for those people so confined. I wish that I could work with Glen Ellison in Carrizozo and develop some kind of a Distributive Education Training Program for his students who we know are leaving the area upon high school completion and many must be entering the Distributive Service areas wherever they go and establish a home.

During the current year, plans are under way to conduct "refresher" courses for individuals needing upgrading of nursing skills to become eligible to take the licensure examination to become licensed Practical Nurses under "grandfather clause" of the Amended New Mexico Nurse Practice Act which went into effect July 1, 1968.

Stress Consumer Education in all home economics programs. In most of the schools, plans are being formulated to have one semester course in Consumer Education at the Junior and Senior level for boys and girls. In addition emphasis will be placed on consumer information and integrated in all units taught from ninth through twelfth grade. Other areas will be geared to pupils with special needs enrolled in classes.

Plans are being made to develop more occupational training programs. The program expansion is dependent upon employing another assistant supervisor whose major responsibility will be planning and developing such programs with local administrators and teachers.

Attempt to institute programs at the penitentiary, school for the deaf and school for the visually handicapped.

With limited funds for expansion and existing funds budgeted, no financial support has been anticipated for 1969. With improvement in staff and State Plan, we do expect to become more engaged in programs not yet being explored. This should come in FY 1970.

NEW YORK

Introduction

Programs for persons with special needs continue to be an area of program development for which a crystal clear blue-print for State direction has yet to emerge. Many factors have influenced this: the State's concentrated efforts in the last three years to develop broad area programs of occupational education to meet the needs of the large numbers of students who previously have not been served; lack of definite statistical gathering and reporting of programs currently serving persons with special needs; and limited funds necessitating the focus of occupational education program development on areas of immediate need.

To date the state has concentrated on the identification, development and operation of pilot programs to provide occupational training for persons with special needs. The state now seeks to adopt a statewide plan of action which will (1) identify persons with special needs at an earlier age when remedial and orientation measures can be instituted to help guarantee successful transition into the working world or the the regular occupational education programs, (2) explore what contribution industrial arts, home economics, technical education, health, agriculture, and business and distributive programs can make in providing disadvantaged and handicapped youth with related world of work orientation experience (3)assess ways to coordinate state program efforts with those of the Federal government and other agencies, and (4) encourage each to survey and identify persons with special needs who currently are not being served through the existing occupational programs and to develop projected plans for serving these individuals.

Accepting the premise that a large majority of individuals within the special needs group is deficient in the basic educational skills, emphasis will be placed on cooperative planning with the State education department general education staff in developing coordinated programs of basic education, orientation to work, and work experince which will give support to flexible schedules of occupational training. The area program plans are expected to identify the number and qualifications of teaching and program support personnel needed the types and quantity of equipment materials and laboratories required, and the facilities considered appropriate and necessary. The state plans to give substantial administrative and supervisory support and financial assistance in the implementation of these area program plans.

Due to the varying abilities and needs of persons with special needs, the State does not plan to identify specific occupational fields for these individuals. It will support the concept that those persons will receive occupational training for demand occupations as revealed from area studies and the employment information furnished by the New York State Employment Service and Labor Department. Although the projected statement offers no specifics regarding occupational fields, teaching personnel staffing needs, and the equipment and facilities required to serve persons with special needs, it is quite apparent that the state has now drawn up a systematic and realistic plan for program development in this problem area of vocational education. It is assumed, however, that the state will do more than just "encourage" the area programs to survey and identify persons with special needs, and then develop program plans for serving these individuals. A valuable attachment to this projected statement would be the guidelines which the state has developed to assist these areas in program identification, development and implementation at the "educational level."

As each area submits a plan for meeting the occupational objectives of persons with special needs, a realistic assesment may be made to determine the number and qualifications of personnel needed for instruction, guidance, on-the-job placement, follow-up and supervision. This information will determine the number and types of in-service programs needed to meet the staffing demand. The projected programs for persons with special needs will also have implications for pre-service teacher education programs. Findings from the successfully operated multi-occupational programs under Manpower Development and Training, Special Education and Basic Continuing Education will provide valuable resources in identifying teacher qualifications, methods, and techniques in working with persons with special needs.

Increased emphasis was placed during the year on designing varied programs for the group of learners who have identified specialized needs stemming from economic and cultural deprivation or physical and/or emotional handicaps, learning ability retardation, or simply lack of motivation for achievement. For several months, a staff member was on special assignment to work full time with the local agencies including all the Big Six Cities and most area programs for the purpose of encouraging administrators to plan and implement programs for those persons having special needs. Follow-up visits were made when necessary and assistance was provided in readying proposals where requested.

Occupational Areas

Staff members have started to explore ways to develop interrelated occupational programs to include home economics, agriculture, business and distributive; trade, industrial and technical education. Also underway are plans for the development of curriculum guides which will identify the contributions these courses can make to persons with special needs. Office education programs for persons with special needs are still limited and experimental in nature. Although most major school systems have developed office education curricula for pupils of varying capacities, these programs have frequently not been designed to accommondate very slow learners, retarded learners, and persons with physical and mental handicaps. The major cities of the State and some of the area centers have taken steps to initiate programs of this type which can serve as patterns for other schools to follow. Experimental projects are set up to prepare some of these pupils for minimum skill jobs such as typist, mail clerk, duplicating machine operator, office messenger and stockroom clerk which seem to hold considerable promise.

In New York, distributive education has been characterized as the ideal type of occupational program for students with less than average ability, as well as for those of average superior ability. Distributive education teachers are currently engaged in various kinds of work-study school-to-employment and MDTA type programs conducted for disadvantaged persons. Specific examples include the modified distributive education programs at the Human Resources School in Alvertson, New York, and the Service Occupation Center in Syosset, New York, where physically handicapped and emotionally disturbed young people receive instruction for certain types of sales, service related public contact jobs. Experimental courses initiated as MDTA projects have been adapted for use in several metropolitan areas in ungraded classes where disadvantaged persons are prepared for such positions as wrappers, packers, checkers, inventory clerks, warehousemen and stock handlers. Another illustration in this area is the correlated curriculum project sponsored by the city of New York in cooperation with the Ford Foundation. Designed for the student with learning difficulties, the program utilizes the interdisciplinary approach combined with intensive guidance. The emphasis is on laboratory centered career classes in a variety of occupational areas with related instruction in basic language, science, and mathematics skills. Equipment, materials, teaching resources, and laboratories are vital to quality programs for persons with special needs. Budgetary allocations for fiscal 1969 will include incentive financial assistance for the initiation of programs for persons with special needs at the local level. School facilities should be designed to accommodate all features of the program to be offered and the needs of persons to be served including special provisions needed for the physically handicapped being prepared for employment. All facilities will meet the State's standard requirements.

In office education programs, clusters of occupations geared to varying ability levels and interests have proved to be most effective for special needs students, especially in the protective environment of office work. These may be offered in occupational centers experimenting with the inter-disciplinary approach and combining clusters of job skills with remediation and exploratory job information.

Selected Examples of Special Needs Activities

Urban Center in Brooklyn

Twenty students, 18 years old, from poverty areas were trained in apparel processing programs: cleaning, and processing features of garments.

Urban Center in Albany

A twenty-week course in printing and darkroom techniques was offered at Hudson Valley Community College to unemployed and underemployed adults, 18-25. Referrals came from State employment offices and minority group organizations.

Monroe - City of Rochester

A short term summer program for job training in 14 occupational areas was offered for 200 potential dropouts in 1968. This was for unemployed youth or high school seniors without job skills. Occupational clusters included auto mechanics, service station operation, food services, custodial-plant maintenance, dry cleaning, laundry and power sewing.

Nassau County

A program for 500 emotionally mentally handicapped youth with academic, socio-economic handicaps was offered. Service areas of horticulture, distributive, auto mechanics, building maintenance, home economics and office occupations were included.

Nassau - Oceanside

Twenty ninth grade students with special needs from the lowest 12% of their classes participated in a research project: "Guided Occupational Training."

New York City

A program was operated for 850 potential dropouts, out-of-school youth and academic seniors lacking employable skills. Occupational clusters in the training program included business and office, distribution, trades and industry, and health occupations. Other new programs of occupational preparation for persons with special needs stressed job skills and aspirations for higher levels of office occupations employment, raising the reading level of disadvantaged students, supervision of programs for nurses aide, dietary aide, health services and food and clothing services.

Hempstead

Expanded program for 15 boys and girls from underprivileged homes, coordinated classroom instruction with paid on-the-job training in the food service area.

Onondaga - City of Syracuse

Twenty students with no constructive interests were provided with short-term occupational programs coordinated with on-the-job training in several occupational areas and special services.

Basic track practice program
Special Education Occupational program
Small engine repair training
Food service training program

Rockland County

Thirty in-school youth, mentally retarded emotionally disturbed were offered a multi-occupation training program, open ended and ungraded. This was coordinated with special education for orientation and small appliance repair and home and institutional housekeeping services.

Westchester County

1. Continuation of a research project: "The Evaluation of Effectiveness of a Pilot Program for Underachievers."

2. Implemented a planning grant to develop an occupational education program for handicapped persons. This includes skills and knowledge needed to become economically independent, self-analysis and appraisal and development of a meaningful understadning of the world of work. Two hundred persons with special needs were served.

Westchester - City of Yonkers

A summer occupational education program for service station attendants, carpentry and welding, was conducted for 45 youth, potential high school dropouts.

Work Study Programs

In the major New York City, 2,400 qualified, in-need vocational students participated in summer programs funded by O.E.O. June 24 to August 31, 1968.

Guidance Activities

Strengthening programs of occupational education for persons with special needs by interpreting the role and functions of guidance and counseling and the collection and dissemination of occupational information has been recognized as an integral part of vocational education. Innovative demonstrations of improved counseling techniques for the disadvantaged are important components of pre-service and in-service training for vocational education personnel. Consultation and supervisory assistance to guidance programs through conferences and visitations are encouraged. Guidance manuals have been prepared by consultants for use of vocational education personnel. The second annual guidance conference for occupational guidance personnel was held during the year, with four major papers and workshops activity by more than 100 participants. Eight proposals have been accepted and initiated as demonstations projects in cooperation with the Division of Occupational Education Supervision in New York City, Rochester, Yonkers, Monroe County, Erie County and Sewanhaka. Twenty-five counselors were trained in the use of GATB at Hempstead and Syracuse.

Teacher Education

One major problem in developing programs for persons with special educational needs has been the lack of staff experience in working with students of this type. During the summer of 1967 the Ohio Center for Vocational and Technical Education provided Metropolitan New York City teachers, at Hunter College, the opportunity to work with disadvantaged children in an effort to discover better techniques for modifying their perceptions toward office work. This was followed by a simialr workshop in 1968 for Vocational teachers of New York State. This project provided insights helpful for revising the curriculum for youth with special needs and suggested methods and materials for pre-service and in-service teacher education which improve the quality of instruction.

Uncertainty regarding the availability of financial assistance to interested local school districts, confusion regarding the feasibility of developing this type of program along traditional subject matter lines rather than the inter-disciplinary or job competency approach, and a general lack of expertise in an admittedly complex problem area have been mitigating factors for limiting activity to date.

NORTH CAROLINA

PERSONS WITH SPECIAL NEEDS

Persons with special needs is a "target group" of several State and federal agencies -- the public schools, the area technical institutes, Manpower Development and Training (MDTA), Vocational Rehabilitation, and many community action groups (OEO). It is very difficult to make an assessment of North Carolina's impact upon the occupational development of this target group. Our present reporting system is inadequate for this purpose.

Secondary Schools

During 1967-68, a professional staff member was assigned full-time to study the needs of the disadvantaged youth of the State. A task force is currently developing some model programs designed to better serve the specialized needs of this group. Also, revisions are being made in the reporting system to better assess the impact of vocational education on the occupational preparation of this group.

During the past year, several new programs designed to help youth with special needs were initiated in several secondary schools. Approximately 1,200 youth were involved in these programs; however, an unknown number of youth having academic, social, and economic problems were enrolled in regular vocational programs. An attempt is being made to help them with their special problems through individualized counseling and instruction.

As a part of the Industrial Cooperative Training program in the secondary schools, a course entitled "Cooperative Occupational Training" for persons with special needs has been initiated in a few schools on an experimental basis. This course is meeting the special needs of disadvantaged students, some with physical handicaps, some with academic problems, and some who have been identified as potential dropouts because of under-motivation. Similar courses have been designed in the occupational areas of agriculture, marketing and distribution, custom sewing, and business.

All of these programs are being evaluated to determine their impact and effectiveness. It is hoped that recommendations for new teaching materials, equipment, techniques, and methodology will motivate more extensive implementation of occupational education for disadvantaged youth.

Local school administrative units have been apprised of the availability of special needs consultative services from the Division of Vocational Education. Many have taken advantage of these services. Avenues are being tested, plans projected, and commitments made for a major thrust at serving more adequately the occupational education needs of youth with special needs. Needless to say, much of the emphasis and impact on serving those students is dependent upon redirection of present resources and the availability of new monies.

Post-Secondary Schools

Programs for persons with special needs take many forms. The open-door admission policy attracts many students with special needs. To profit from vocational and technical education, some students need to correct educational deficiencies. To do this, adult basic education funded under ESEA, developmental study courses, or programmed instruction are used to correct deficiencies in reading, English, mathematics, or science.

Considerable success has been achieved with the use of programmed instruction laboratories. At the present time, 66 full labs are in operation and 55 smaller "mini-labs" have been established. Both general education materials and specific occupational materials are available. The use of the programmed materials is recommended for anyone having need to update his knowledge and background information.

Programs in adult basic education and occupational training are also provided for prison inmates. Rehabilitation of prisoners is aided through voluntary enrollment in this program.

It is generally understood that much more emphasis is still needed to adequately serve the disadvantaged and handicapped in our state at all levels - elementary, secondary and post-secondary.

SPECIAL NEEDS REPORT
NORTH DAKOTA
STATE BOARD FOR VOCATIONAL EDUCATION
School Year 1968-69

1. Brief comment on activities mentioned in February 1968 Report, noting significant achievements or special accomplishments since that date.

The activities since the February 1968 report have consisted basically in collecting and studying material and information gathered during the year.

We have had two informational State Supervisory meetings with John Dupree, Program Office, Division of Vocational and Technical Education, Kansas City, Missouri, as the leader.

We have had discussions concerning people with special needs through Vocational Teacher's Annual Conferences.

We feel it is significant to note that a clarification of the definition of people with special needs has been accomplished with people working in Vocational Education in North Dakota.

2. Listing and brief description of Vocational Education activities for handicapped students with physical or mental handicaps not requiring the services of special education which have been initiated since February 1968.

The class in Machine Shop at the State School of Science, for the blind, was completed during 1968.

At the pre-service level at North Dakota State University, in both the winter and spring quarter of 1968, some of the senior home economics students, enrolled in adult education, continued a series of classes for retarded youth ages 16-25 in motel-hotel cleaning. The youth selected for these classes were obtained through cooperation with the local Community Action Program and the Fargo Public Schools.

Probably the most significant program in special needs, as was reported in June, 1968, was the Minot program for special needs in home economics. A description of this program is attached. This program was reported in the Annual Descriptive Report for North Dakota Vocational Home Economics Education, Fiscal 1968.

The Minot program was especially well planned (See attached news article). The purpose, philosophy, and objectives of the 1967-68 program are as follows:

Purpose

The purpose of this type of program would be to make employment training an extension of the regular home economics program by bringing in various aspects of the employment training into various units of the traditional homemaking program. This program has as one of its implications to teach both homemaking and job training as an integral part of the regular homemaking program to the Special Education students enrolled at Minot High School.

Philosophy

Activities which involve job preparation are extremely meaningful to the student. The food service industry is one of the largest in terms of the number of people employed and there is growth of the industry predicted in the future. Therefore, preparation in this area is realistic in terms of possible employment. The goal of a high school program for persons with special needs should be based on school experiences which will help her gain personal adequacy, social and economic competence, and occupational adequacy. The home economics curriculum should be based on a practical approach and a thorough preparation of these individuals for life.

Objectives

1. To provide learning experiences according to the ability, interest level, and emotional stability of the student.
2. To acquaint students with personal qualifications of food service employees that contribute to success.
3. To provide experiences for students to learn the fundamentals of food preparation and to acquaint students with food service employment.

An interesting cooperative project developed at Minot was a classroom restaurant planned and carried out cooperatively by the Minot Boys Home Economics class and the special needs food service class. The boys' class is an elective course for boys interested in home economics as a hobby and for personal development. The teacher of this class felt that by cooperating with the special needs class, she could give the boys a bit of pre-vocational experience in food service. Likewise, the special needs students received more extensive experience in an aspect of food service they could not have handled by themselves.

Listing and brief description of Vocational Education activities for disadvantaged persons other than mentally and physically handicapped, continued or initiated since February 1968.

Many of the people with special needs are absorbed into the regular on-going vocational education programs. We haven't categorized all of these people as yet.

Despite the information given in question 8, it would seem that North Dakota is doing much more to educate the student with special needs than this report would indicate. For instance, Williston High School is teaching typewriting to a mentally retarded student and to a blind student.

It is safe to assume that every school in the State has some students with special needs, whether it is a physical or mental handicap or a social-economic handicap. Much of North Dakota's special needs students would fit in this last category and have not been recognized as such by the teachers concerned up to the present time.

List instances of cooperation with other agencies such as Vocational Rehabilitation Administration, Special Education, Title I or III, Elementary and Secondary Education Act, Manpower Development and Training Act, Office of Economic Opportunity, Department of Labor and other agencies.

North Dakota, with a low population, has the unique advantage of the fact that most of the personnel, concerned with the many agencies, know one another personally. This is an advantage for better cooperation and coordination in reaching and aiding those who desire help.

Personnel changes affecting Persons with Special Needs: administrators, supervisors, teachers, counselors, coordinators.

It has been recommended to the State Board for Vocational Education that more personnel be employed in the area of special needs.

At Minot, where a home economics program for special needs was started in 1967-68, the teacher resigned so a new teacher is trying to carry out the work planned on a three-year cycle. This is the second year of that cycle.

A new home economics teacher was hired at the Mandan State Training School - correctional institution for girls and boys. The program on special needs in this school is starting this year, but has been slowed up because of the need for orientation of the teacher to this school.

One teacher at Fargo South High School is continuing to work in an occupational home economics class for special needs.

It is not anticipated that specialized teaching personnel will be employed. However, present staff members will continue to attend workshops and will be anxious to work with the school and community in developing programs to serve people with special needs.

Teacher Education Activities: workshops, conferences, and in-service training activities for teachers, supervisors, counselors working with Persons with Special Needs.

Through summer conferences for agriculture, distributive education, and office education teachers, methods of identifying disadvantaged students and discussions concerning them were provided.

On November 4, 1968, an occupational home economics workshop was held for all teachers working in North Dakota in this area. In addition to these teachers, two persons working in special education and two in guidance attended. One teacher in a school where they are hoping to develop a program for special needs during fiscal 1970, attended the workshop.

The North Dakota Center for Research in Vocational and Technical Education has a State-wide dissemination system. Included in their system is the ERIC collection on Vocational Education and Disadvantaged.

Work done in correctional institutions under the Vocational Education Act or in cooperation with other agencies.

Vocational Education has been cooperating with Vocational Rehabilitation in their vocational training programs at Grand Forks, Fargo, and Jamestown.

Special Needs Report of North Dakota

At the Mandan State Training School, the home economics teacher is trying to work out two classes of a pre-vocational nature and one class which is especially organized to orient these girls to the world of work. Because the first semester has not yet been completed, no data on the success of the work carried out is available at this date. (January 3, 1969)

Enrollment data on vocational education programs for Persons with Special Needs in the State.

The total enrollment of people with special needs is listed below:

1968-69 SPECIAL NEEDS STUDENTS ENROLLED IN NORTH DAKOTA VOCATIONAL EDUCATION SECONDARY AND POST-SECONDARY

1. Agriculture	672
2. Distributive Education	143
3. Home Economics	112
4. Office Education	33
5. Technical Education	18
6. Trade and Industry	53
TOTAL	1,031

The breakdown of the individual programs is as follows:

AGRICULTURE

Agriculture Production	647
Off Farm	25
TOTAL	672

DISTRIBUTIVE EDUCATION

Program	Enrollment Male	Female
Bismarck High Sch.	17	13
Bismarck Jr. College	2	1
Dickinson High School	5	3
LRJC - Devils Lake	6	
Fargo North High	19	5
Fargo South High	6	2
Grand Forks Central High	14	3
Hettinger High School	4	2
Kenmare High School	5	3
Minot High School	12	8
UND-Williston Center	12	1
TOTAL	102	41

HOME ECONOMICS

Program	Enrollment
Bismarck High School	12
Dickinson High School	3
Fargo South High School	15
Grand Forks South Jr. H.S.	20
Mandan State Training Sch.	53
Minot Senior High Sch.	9
TOTAL	112

The above enrollments are those which are included in either classes as part of special education in home economics or in occupational home economics programs. Teachers have not been asked at this time to designate persons in their regular homemaking classes who are those who have special needs, especially those with mental handicaps.

OFFICE EDUCATION

Program	Enrollment	
	Male	Female
Bismarck High School		7
Ellendale High School	3	3
Kenmare High School		2
Minot High School	2	8
Towner High School	4	2
Williston High School		2
TOTAL	9	24

TECHNICAL EDUCATION

Program	Enrollment
Bismarck Jr. College	18
TOTAL	18

TRADE AND INDUSTRY

Program	Enrollment
Bismarck Jr. College	51
Fargo High Schools	2
TOTAL	53

Successful completion of significant research in Vocational Education for Persons with Special Needs in your State since February 1968.

The enclosed Research Report entitled, "An Analysis of the Effectiveness of the MDTA Institutional Programs in North Dakota," was completed in May, 1968.

Special Needs Report of North Dakota

A dropout study concerning the MDTA Pre-Vocational Training Center in Bismarck is in progress. The Center for Research in Vocational and Technical Education is working on this report.

Significant plans for Vocational Education Programs for Persons with Special Needs in your State for Fiscal year 1969.

The State Board for Vocational Education is sponsoring the development of a Master Plan for Vocational Education for the State of North Dakota.

This Master Plan is being developed during the period of September 1968 to September 1969 by over 100 citizens of North Dakota. The total group is organized under eight Study Committees. One of the Study Committees deals specifically with Special Needs persons.

The Supervisor of Distributive Education and the Supervisor of Vocational Guidance are in the process of planning toward a pilot program for those with Special Needs in the North Dakota State Industrial School.

The State Board for Vocational Education is presently cooperating with the North Dakota State Hospital and the North Dakota Vocational Rehabilitation Service in planning a vocational education program to be offered to the inmates of the hospital.

Currently, Home Economics is working with teachers in six programs for persons with special needs. We will attempt to survey each school and ask teachers to report at the end of the year the number of students in their regular homemaking classes who they consider are persons with special needs.

LE:cb
1/27/69

Students Run Restaurant

Diane Ringsaker, home economics student at Minot High School, took orders from four "customers" of a model restaurant at the school. Seated, left to right are MHS instructors Don Thorp, Paul Ristvedt, Carl Hehn and Jim Kyes. Close to 50 were served each day.

A model restaurant, "The Dine-Inn," was operated at Minot High School as a special project by members of girls and boys home economics clsses.

Teachers and friends of class members were customers of the four-day restaurant which served close to 50 persons each day.

Members of the classes include Linda Berge, Kathy Haskins, Ruth Hrichena, Bonnie Klug, Audrey Malcomb, Lorraine Neigum, Linda Roggenbuck, Diane Ringsaker, Nancy Strand, Bev Sartwell, Gail Wilcox, Karen Witikko, Cliff Ball, Mike Anderson, George Branesky, Harry Hughs, Obert Fjeld, Ned Selvog, James Kulzer, Gary Lundt, Rick Jensen, Merrill Serr and Bill Schmidt.

Purpose of the model restaurant according to supervisors of the "Dine-Inn," was to acquaint class members with actual restaurant techniques and operations. They learned specific skills needed as waitresses, waiters, dishwashers and cooks, and how to establish cooperation among the group.

Mrs. LaDonna Elhardt, instructor of boys home economics, and Mrs. Jan Thorstenson, instructor of occupational home economics, were supervisors.

Cliff Ball cooks as Gary Lundt assists in preparing a tasty dish for orders taken during a model restaurant, "The Dine-Inn" staged at Minot High School as a special project by the girls and boys home economics classes

OHIO

Introduction

A coordinating committee with representation from each of the Vocational Education service areas plus a representative from the Division of Guidance and Testing is providing leadership in the development of programs to serve persons with special needs. The State Supervisor of Vocational Education is responsible for coordinating and providing leadership in expanding efforts in this area.

Vocational Education programs designed specifically to serve persons with special needs in Ohio are four main types. There is the Occupational Work Experience Program which involves the students one-half day in school and one-half day on service level jobs. These jobs range all across the Vocational service areas and are interrelated in nature. Students receive wages from their business and industrial employers on the job and are supervised and visited by the Occupational Work Experience coordinators. Their on-the-job experience and in-school instruction is related to job goals. The actual job skills are learned on the job and the remedial, compensatory, and other related education necessary for proper work adjustment and job competency is learned in school. The second type of program is called in-school preparatory, and is offered through each of the vocational service areas; namely, agriculture, business and office education, distributive education, home economics, and trade and industrial education. These programs are conducted in laboratories, shops, and classrooms within the school, with Occupational Work Experience placement being included as a supplemental part of the curriculum. The skill instruction is related to the Vocational occupation area in this type program. Skill instruction is provided students prior to their on-the-job placement experience. The third type program is designed specifically for large city problems. This is the Center for Vocational Rehabilitation and Job Preparation designed to serve school alienated youth aged 13-18 who have become disillusioned with or are for some reason unable to succeed in the traditional educational programs. A resume of the center operation and administration is available. These centers combine multiple facets of education, occupational experience, work-study, and rehabilitation services programmed toward the student's need and centered around their individual job goal. The fourth type of program in operation is the Occupational Work Adjustment Program.

This program is designed specifically for dropout prone 14-15 year old youth regardless of their grade level. It is essentially a work experience program sheltered within the school system. The students are enrolled in the regular academic subjects and in the related job adjustment and work orientation instruction conducted by a teacher-coordinator. The classroom related and job adjustment instruction is followed by at least two hours per day of on-the-job placement on real jobs within the school system. Such jobs are under the direct work supervision of school personnel and include placement areas in school cafeterias, office, janitorial services, bus garages, libraries, teacher helpers, and kindergarten aides. The purpose of this program is to help reorient and motivate 14-15 year old youth prior to the time that they can enter the regular Occupational Work Experience Program at age 16. A considerable degree of success was apparent through a pilot effort of the program, and it is now a fully approved program available to the schools in Ohio. Presently, two programs are in operation.

Presently, Ohio schools have 223 different programs of Occupational Work Experience in operation. These programs are under the direction of teacher-coordinators and may be offered in any type of school in Ohio be it large, small, rural or urban. In addition, there are 48 different programs of in-school preparatory vocational education for persons with special needs. All together, there are presently 5,420 high school age special needs youth enrolled in the Occupational Work Experience and In-school Preparatory type programs in Ohio. There are three centers for rehabilitation and job preparation in operation in major cities. Two of these are in Cleveland \ and one is in Cincinnati. The McMillan Center in Cincinnati is enrolling 200 clients. The Edison Center in Cleveland is enrolling approximately 100 clients, and the Woodland Center which is just opened is of different type, in that it is designed specifically to serve those teenagers who have already dropped out of school. This center is somewhat different than the others in that it incorporates the actual industry and business operated work stations within the confines of this center. The total educational program, however, is directly related to job goal and employment experience coupled with necessary remediation and rehabilitation services.

Two residential vocational schools are in operation for disadvantaged youth and adults. These two centers are the Mahoning Valley Vocational School located on the Youngstown Air Base near Vienna, Ohio and is designed for male youth aged 16-21 years of age who are severely disadvantaged. These young men come from all areas of the state. The other residential school is located at Jackson, Ohio. It is for out-of-school youth, both male and female. In this situation, however, youth are housed in the community and and in private homes, whereas, at the Mahoning Valley School the residential facilities are on the base as dormitories. These centers involve a consortium of services and funds. Agencies cooperation are: Bureau of Employment Services, Manpower Development Training Act, and Vocational Rehabilitation Services. Annually, about 800 young men and women are trained at the Jackson Center. Of those who have been trained and graduated from these schools, 85% are working full time. There are 23 different vocational job preparations class sections operating at the school. Basic, remedial and academic education are included in the schools through the programmed-learning-center concept. There is a reading and learning improvement center equipped with carrels, special equipment, and special teachers. Team teaching is used with vocational instructors and basic education teachers working side by side with the assistance of counselors.

Three area vocational and technical schools have a Bureau of Vocational Rehabilitation diagnostic and evaluation unit as an integral part of the center. These units couple the vocational rehabilative services, remediation, and follow-up to job preparation programs as an aid for preparing persons with special needs for employment.

The Governor's Task Force on Vocational and Technical Education has given specific emphasis and encouragement to the continued development of vocational education programs for persons with special needs. They have toured major cities in Ohio and have given attention to the development of these kinds of programs as a means of solving some of the problems with regard to teenaged unemployment in our large urban centers. This task force through its attention and encouragement of programs of this type has created a demand for rapidly expanded growth of these kinds of programs in Ohio.

In addition to the aforementioned programs designed specifically for youth and adults with special needs, approximately 16,000 students who have special needs are currently enrolled in regular vocational education programs in Ohio.

Staffing

Growth of the Vocational Education special needs and work-study programs coupled with increased need for leadership and direction in the area has brought about the development of a series of cooperative relationships with universities for the purpose of providing workshops and other credit programs for training of teachers and coordinators of these programs. Last year, Kent State University operated two workshops specifically for Occupational Work Experience coordinators. The first workshop is a coordinator pre-service requirement followed up by periodic conferences and visitations by teacher-educators placed at the various universities in Ohio. The second two week workshop is for experienced OWE coordinators. These workshops and follow-up with teacher education programs with cooperating universitites help provide the much needed continuity and growth for the Occupational Work Experience Program.

The Vocational Education Work-Shop Program last year served 72 different school districts in Ohio enrolling 2,016 students. This program was effective in helping students stay in school who were economically needy and would have otherwise dropped out due to lack of funds. The program also helped significantly in re-orienting and motivating disadvantaged students toward the value of education by getting them involved in part-time jobs. These jobs help them to see new meaning and relevance to education and thus they are able to see how staying in school can make a difference in terms of getting and holding a job.

Junior High School Programs

The Cleveland Public Schools are continuing with their programs of vocational information and orientation for students in five junior high schools. This is a large scale vocational program for 8th and 9th graders aimed at helping these youth learn about jobs and focused upon developing favorable attitudes toward work and maintaining an interest in school.

Akron conducted a special summer program for 103 pre-eighth grade students as a means of helping them get involved in the vocational education shops and laboratories in the summer as well as to visit businesses and industries in the area to learn about jobs. The purpose was to help these youth who have special needs begin to become job oriented and understand the opportunities for careers that could grow out of staying in school and enrolling in special

special vocational education programs. This program was entitled "Industrial Horizons" and the students spent 4 days of each week utilizing shops and laboratories in the vocational education areas learning skills, with the fifth day being devoted to visiting business and industrial locations and meeting with job placement resource people. Another program in Akron involved a special project developed to assist inner-city Negro youth who had graduated from high school or had attained a high school equivalency to enroll in a program designed to help them pass the Industrial Apprenticeship examiniation. This program involved $1.60 an hour pay for the students while they were going to school learning the skills necessary for Industrial Apprenticeship acceptance. It was conducted throughout the summer months and utilized existing Vocational Education facilities.

Heath City Schools operated a special program for severly disadvantaged boys aged 13-16 during the summer. This was conducted in cooperation with a major industry. The industry provided funds for additional counselors and remedial education instructors as well as funds used to pay the boys a wage while in the program. This program utilized the services of the Industry's Personnel Department in terms of job interviews, counseling, and other activities aimed at helping them understand the procedures to follow for securing a job. The Vocational Education shops were used to help the students gain job skills. The program incorporated job placement part time in the industry as well as visitation and field trips to nearby business and industrial establishments to learn about jobs. Each of the students were able to develop a personnel folder file which will be kept by the sponsoring industry and be of aid to them as they become older and secure their first job. The objective of the program was to see if these severely alienated 13-14 year old boys could be helped to stay in school and become prepared for jobs.

Occupational Areas

Ariculture Education

A workshop was held on teaching disadvantaged youth. Its purpose was to provide teachers with competency to conduct programs to meet the needs of disadvantaged youth and prepare them for jobs in agriculture. It was held for 7½ hours daily, 97½ hours total. The consultants were from the staffs of the Department of Education university specialists, and agricultural industry.

Programs for disadvantaged youth may be established in Vocational Agriculture and are designed to serve youth who are unable to succeed in regular programs. A number of successful programs have been in operation in Warren and Cleveland as well as in rural areas. Graduates seek employment as groundskeepers, park employees, greenhouse workers and other service level occupations. Presently there are 14 programs in Vocational Agriculture designed specifically for students with special needs. Students included are those who are unable to succeed in regular programs. At the present time 300 are enrolled. The primary types of programs are in the areas of horticulture designed specifically to serve some of the sections of Ohio's large cities. An outstanding program in the area of horticulture for youth with special needs can be found in Cleveland.

Business and Office Education

Workshops were held with cooperating universitites and conducted on a grant basis for teaching upgrading, in the area of disadvantaged youth, clerical services, and business services. These are usually two weeks in duration.

The approach in the area of Business and Office Education is through the disadvantaged youth, clerical services-business services program. This service also administers and offers Occupational Work Experience Programs in areas when necessary. Approvals and reports indicate that there are 11 programs for special needs operating in this area last year. They are primarily in the major cities.

Another aspect of serving persons with special needs has been utilized in this vocational area. The cooperative office education program which is a job placement type program has been serving numbers of educationally deficient students. Last year a study was conducted to determine the effectiveness of this program in serving special needs students through a regular vocational program. It was found that this cooperative program was very successful in serving certain special needs students without putting them into a specialized program but giving them specific additional individual attention and helping them to succeed on their job placement aspects of the program along with the other average students. A recent study of employment opportunities in Ohio for 1968 indicated that almost 13% of all job openings in the state were in areas related to Business and Office Education. Approximately 8% of all the job demand is in the clerk and general office category. This indicates a potential employment area for youth and adults with special needs who can be brought to the necessary degree of competency through Business and Office Education instruction.

Health Occupations

Many of the health occupations hold promise for employment of properly trained persons with special needs. These programs are uniquely well-fitted in helping reorient and build self concept for those youth who have had a background of failure and disillusionment. The fact that many jobs in the health occupations relate to care of people, causes the worker to have a feeling of success and importance in the eyes of the patient. This is very valuable in terms of self-image improvement and personal pride.

Thirty-seven different programs for practical nurse training have been located in different communities throughout the state. Four sections of nurse aid, orderly, and nursing attendant have been developed and funded in this area. Nurse assistant classes were held in Canton, Mansfield, Dayton, and Toledo. These are Cooperative Education Programs which involve 319 high school students, 169 of which were aid or orderly training specifically applicable to youth with special needs.

Basic health courses for dropouts have been given under remedial reading auspices in Cleveland this past year. This program is designed to help those interested in achieving acceptable levels of pre-entrance ability for nurse aid and practical nurse courses. Special programs for 14-15 year old dropout-prone youth involving work experience without pay in cooperating hospitals are being conducted in the Akron area. **Transportation** is provided and the students work one-half day on jobs in the hospitals.

Home Economics

Specific programs designed to prepare persons with special needs to enter occupations using Home Economics knowledge and skill. Programs are offered in the following areas:

Child Care Services
Food Service Workers
Institutional and Home Service Workers
Clothing Service Workers
Homemaking and Health Aides for Nursing
Rest Homes

These programs are planned around jobs in which there are employment opportunities. They are designed to serve all levels of students, the special needs as well as the average and above average. A special program for adults has been in operation in several of Ohio's large city housing project areas. This program is entitled, "Consumer Education and Home and Family Living for Disadvantaged Families." The program is designed specifically for homemakers in the depressed poverty stricken areas of large cities. To initate the program four metropolitan housing projects with a population of approximately 9,720 were chosen as the location of centers where the members of the poverty stricken areas can receive assistance in the various aspects of home and family living as well as basic and remedial education. In each of the centers classes are initiated as interest and need are expressed. Since people participate only in activities in which they are interested, interest is needed to motivate learning. The professional home economics person who directs the operation of these centers utilizes the assistance of "connectors". These connectors are homemakers within the group who have a particular interest and ability in working with people. They are utilized as assistant instructors and group leaders. This is a valuable technique in helping get homemakers of this type involved in programs. This organized effort to take home economics to the inner-city is reaching every age homemaker. This includes young children who are taken care of at the centers through a Child Care Service Program. In the first four months of the program the four full-time teachers and the twenty part-time assistants, or connectors, have personnally contacted approximately 4,000 of the 9,720 residents in the area.

The mothers enrolled in this program become involved in instruction concerning stretching the food dollar, budgeting in order to pay rent, and using credit wisely. In addition, they become involved in basic education courses; money management, as intergrated into learning of arithmetic including reading and writing as they will use it in their daily living. Child Care facilities in the centers serve a twofold purpose. Mothers can bring their pre-school children with them to the classes. Often these children are provided with much needed nutrition and other services as they are taken care of at the center. Programs specifically designed in terms of job training growing out of these home and family living programs are as follows:

upholstery
cooking
sewing
Basic education
child care nursery school aide
homemaking

Residents counselors who are homemakers are organized as an advisory group in each of the centers. This helps to get the involvment necessary for real educational opportunity and motivation.

At the Miami University this year the Department of Home Economics Education conducted workshops on job training programs for persons with special needs. The Ohio State University also conducted workshops for teachers of Special Needs Home Economics Programs. Some experimental programs and new development in home economics special needs programs included a Kent State University College of Education program designed to prepare students to teach in the inner-city. Ohio University conducted a cooperative program with Athens State Hospital. This program gives students an opportunity to work with adults of different ages and abilities who have special problems.

The Home Economics staff has worked with the Model Cities Planning Groups to establish family living centers in deprived areas. These centers include in addition to home and family living and consumer education, job training programs for high school girls in the model cities area.

Trade and Industrial Education

Considerable effort by staff personnel has been provided both the Ohio Youth Commission and the Ohio State Penitentiary for establishment of sound Vocational Education Programs in Ohio's penal institutions.

The Trade and Industrial Education service continues to give leadership in developing programs for persons with special needs. A large share of the 223 Occupational Work Experience Programs are administered and operated by this Vocational Education service. In addition to those students served through Occupational Work Experience, other receive instruction and in-school pre-employment training in semi-skilled occupations. Occupational laboratories have been designed and established in Ohio's big cities for those youth 15 years of age prior to the time that they enroll in Occupational Work Experience Programs. These labs are a simulated light industry production operation conducted within the shelter of the school and helps students prior to placement of Occupational Work Experience, gain the necessary job orientation, work adjustment, and acceptable work attitudes necessary for successful placement. Dayton City Schools have these in each of their major city high schools.

Special Projects

Centers for Vocational Rehabilitation and Job Preparation designed to serve school alienated teenaged youth in Ohio's large cities have been initiated. Presently, as previously reported, three of these are in operation, one in Cincinnati and two in Cleveland. Tentative plans have been accepted for the funding and establishment of at least one of these centers to serve from 500 to 1,000 clients in each of Ohio's eight major cities. These programs include the services of Vocational Rehabilitation, Vocational Education and related remedial academic education. They are operated by the public schools but are unique in that they involve the student in part-time work-for-wages in all stages of the program. Each student also proceeds on the basis of his or her performance resulting from a diagnosis and prognosis developed through the assistance of the Vocational Rehabilitation Service personnel. Detailed materials on these centers are available.

Special summer programs were initiated to reorient and prepare for jobs, disadvantaged early teenaged youth. Some of these have been mentioned earlier in this report, namely; these are the Akron Industrial Horizons Project with eighth graders utilizing The Vocational Education shops and labs in the summer months coupled with remedial education and field trips and resource persons experience. Another one was with the Heath Public Schools designed to include 30 severly disadvantaged 13-16 year old boys who were considered to be very dropout prone. The program was conducted in cooperation with industry and included a four hour day during the summer with wages being paid. The students were screened and involved in the Personnel Department procedures of the cooperating industry and learned skills in the school coupled with the opportunity to learn about jobs by visiting businesses and industries in the area.

A special cooperative program with the Model Cities Project in Dayton, Ohio involves working with two model cities high schools so that the total academic curriculum is reorganized and centered around a core of job goal relatedness and work experience on real jobs. As a means of making education more relevant for the students in these two model cities schools, increased numbers of cooperative Work-Study and Work Experience Programs were added to the curriculum involving a differentiated staff team approach utilizing qualified persons from the immediate community as teacher technicians, teacher aides, and visiting counselors. These are under the direction of a teacher-coordinator for each group. In all cases the students work part-time on real jobs which were integrated completely as a part of the educational experience. The other teachers in academic subjects will be involved in workshops aimed at helping them to reorganize their curriculum and relate it to the job placement experience of the students.

Research and In-Service Training Activities

The research project conducted by Dr. James Hamilton as partial fulfullment of his Ph. D. Degree dealt with youth with special needs in non-metropolitan high schools as well as to arrive at the number of youth in these schools who need to enroll in special programs of Vocational Education. It was found that 17% of the boys in the suburban and rural high schools of Ohio have special needs for Vocational Job Preparation Programs. These students are not those who are educable mentally retarded, but are those youth who are potential dropouts, disillusioned, often times intelligent, but at least underachieving in terms of the regular academic program.

Another research project is entitled, "Supplementary Programs for Vocational Education Group Guidance Counseling and Educational Skills Instruction", conducted by the College of Education at the University of Toledo. This study was designed to identify ways in which regular Vocational Education programs could better serve youth with special needs. The interim report of this study is now available and was conducted as project 5-1169 in contract with the Office of Education.

A State Seminar on Vocational Teacher Education for Persons with Special Needs Programs was conducted February 2. This seminar included teacher educators from all Vocational Education areas in the state of Ohio. It was conducted at the Holiday Inn in Columbus. Its purpose was to promote and develop improved programs of pre-service, in-service teacher education for teachers of Vocational Education Programs for persons with special needs.

A new pilot program entitled "Occupational Exposures Program" is in operation in Warren City Schools. This program is designed for slow learners and is a curriculum innovation based upon activity. It provides an activity whereby the student takes part in making life in school like life outside. The pupils help to develop a plan, carry it out, and evaluate their success. The occupational exposure gives the disadvantaged student a chance to perform and explore jobs. The Exposure Program provides the experiences that lead naturally to an activity of a higher level, namely; the OWE Program. The exposure curriculum is based upon first hand encounters with people, things, and materials. This program is for 10th grade students. It is used as a means of helping them become involved in work in various areas in the community for at least three days so that they can better learn what is expected of an employee and what actual working conditions are like. The program is part of the regular school program. The Bureau of Vocational Rehabilitation has cooperated as a means of helping provide pay for these students while they are working at the rate of $6.00 a day during the time they are on the job. The work day whereby students gain experience are spaced over the school year. Private employers in the city are sponsors of the on-the-job exposures experience. They take time to assign a student the task for the day and assist him in getting started. The student is placed for four to six hours and the employer does not pay the student due to the fact thay they are under age. The student's pay comes through Vocational Rehabilitation funds. The employers, however, do evaluate the students and treat them as another employee during the time they are working. This program seems to be very successful and is in operation for the second year at Warren City Schools. Detailed information on the program is available. It is particularly helpful in getting special needs youth acquainted with the world of work and oriented toward jobs.

A very close working relationship has been established with the Employment Service, The Bureau of Vocational Rehabilitation, the Ohio Office Opportunity, Appalachia, The Department of Mental Hygiene and Correction, and The State Department of Education, Division of Guidance and Testing and Special Education. This cooperation has resulted in more effective planning and development of Vocational Education programs for persons with special needs in Ohio.

Estimated Total Expenditure For Vocational Education Purpose Under All Vocational Education Acts.

	TOTAL	FEDERAL	STATE	LOCAL
Estimated Total for all Vocational Education	$42,223,899	$12,470,422	$15,067,776	$14,658,701
Total for Persons with Special Needs	971,690	44,890	710,800	216,000

4

OKLAHOMA

Introduction

Oklahoma has a State Supervisor of Special Services who is charged with the responsibility of developing programs in vocational education for persons with special needs. A special survey by the State Vocational and Technical Education for special needs has been completed. The results of this survey are now available to the State Board for Vocational Education. A special survey of all seniors terminating vocational training was completed June 15, 1967 and a state wide survey of all graduating seniors in 1967 was conducted. The results of these surveys helped to focus the problems of persons with special needs. Table I in this report shows the incidence of special needs students in the occupational areas.

Programs planned for those individuals having special needs have been slow in developing. Plans for 1969 include continuation of the academically handicapped programs for high school vocational students at Watonga and pilot project programs during the Summer of 1968 in Oklahoma City combining the work-study programs with an effort to upgrade the students academic background training in order that they may succeed in their chosen vocational subject field. Students selected for this program will have both socio-economic handicaps and educational deficiency handicaps. A special needs program for adults will be conducted to provide training for the wives of migrant farm workers. This program will be a combined effort of the State Department of Education, Basic Education Division, the Oklahoma Employment Service, and the State Board of Vocational Education.

One small class with ten enrollees was conducted in the Office Education field, however, no follow-up study results are available at this time. Nurses' aide classes were conducted at a federal reformatory under the supervision of the Health Occupations Division with forty-seven men enrolled. One class of nurse-aide training was supervised by the state office for fourteen mothers and two father who were welfare recipients in the Pryor area. A class was conducted at Wewoka for Neighborhood Youth Corps Students. Forty-five students with special needs were included in nine of the practical nursing schools. A special needs class for forty-nine students in Watonga school system was conducted in functional English. In the MDTA division, 87 percent of the trainees for 1967 have been disadvantaged in two or more catergories. The middle range of educational attainment of the trainees was the ninth grade. Additional T & I Instructors have been trained to work with students with special needs.

Occupational Areas

Vocational Agriculture - Special Needs students will be identified in local school programs and an extra effort will be made to provide training to meet their needs in the different areas of the program, including Productive Agriculture, Farm Mechanics, and Related Occupations.

Several Vocational Agriculture programs are meeting the needs of Special Needs groups throughout the State.

Boley High School	Boley Training School
Whitaker School	Whitaker State Home
Hartshorne High School	Indian Orphanage Home
Oaks High School	Oaks Indian Mission
Tipton High School	Tipton Orphanage Home

Distributive Education - Physically handicapped-blindness. A program has been established in the Oklahoma School for the Blind, Muskogee, Oklahoma, with 16 enrolled. This program will continue as long as there is a need for it.

Health Occupations - Socioeconomically handicapped-six classes of 16, a total of 96 to be served.

In the past two years, this division has assisted the CAP in training nurse aides. These women were selected from ADC and other welfare recipient groups. The objectives are (1) to assist these persons in becoming self-supporting and (2) to be sure they are taught a recognized course. Several classes have included a number of NYC students. This youth group is also socioeconomically handicapped and has benefited from a recognized course. It is proposed that we should continue to assist in these two programs wherever possible.

Correctional Institutions Inmates - Three to four nurse aide classes of 12 each, serving 36-48.

Approximately 36-48 young men will be trained in nurse aide classes as in the past. These men are 17-26 years of age. There are two main objectives in this training: (1) to supply the infirmary at the reformatory with more competent nursing assistants and (2) to assist in vocational placement of these young men upon their release from the reformatory at El Reno.

Home Economics - Physically handicapped - A program has been in operation this year at the Oklahoma School for the Deaf at Sulphur, Oklahoma. This is a program with emphasis on food service and dual-role homemaking. During the past year, 18 students were enrolled. Additional enrollment and expansion are anticipated during the coming year.

Correctional Institution Inmates A sewing services program for inmates of the Tecumseh Girls' School is being planned. This is planned to serve a group of approximately 30 girls.

Socioeconomically handicapped-A group of 28 girls is being served at the present time in a sewing services program at Altus High School. The group includes several Negroes, Indians, Mexicans, and migrant workers. A similar program is needed in several other schools in the southwest area.

A child care program for educable mentally retarded students was instituted at the Vocational-Technical School at Midwest City this summer. Funds were provided by Vocational Rehabilitation. A gainful employment teacher in child care taught the class as an experimental course.

Business and Office - Approximately 20 physically handicapped students will be served at the School for the Deaf at Sulphur in a Business and Office Education program. Approximately 40 correctional institution inmates will be served at the Girls' Training Schools at Taft and Tecumseh in a Business and Office Education program.

A class in Business and Office Education began in September for pregnant girls. This class will be held at the Adult Institute in Oklahoma City. Forty girls who are unable to attend regular high school classes. Two hundred girls are enrolled in this school.

Trade and Industrial - Industrial Cooperative Training Classes are held for students with special needs throughout the state of Oklahoma in various institutions.

Morton High School	Taft	Correctional Institution
Girls' Town	Tecumseh	Correctional Institution
Boley Training School	Boley	Correctional Institution
Whitaker State Home	Pryor	Welfare Orphanage
School for the Deaf	Sulphur	

Area Vocational-Technical Schools - Many disadvantaged youth and adults are served by the five area vocational-technical schools. The disadvantaged students who are enrolled in these schools are trained alongside the regular students just as they will be working with others when they complete their education. As an example of the disadvantaged student served in an area school, the following information shows the kind and number of disadvantaged students being serviced by the Southern Oklahoma Area Vocational-Technical Center.

Neighborhood Youth Corp. (High School Dropouts)	37
Vocational Rehabilitation	41
Blind	1

All of these students except two are in the adult evening classes.

All Divisions - A residential high school was established in September at Shawnee to include dropouts, socioeconomically handicapped, migrant workers, juvenile delinquents, and others who might profit from the residential climate. This is a cooperative effort involving a number of Federal and State Agencies as joint sponsors of the venture. This will operate on a three-year trial basis to determine the feasibility of expanding such institutions. Twenty-five students were enrolled in early fall.

Manpower Development and Training - The Manpower Division will have a special youth project at Oklahoma City this year. The program is for young men and women from ages eighteen to twenty-two. It is primarily a skill project with the added benefit of accredited academic classes through the Oklahoma City Adult Institute.

The State Department of Vocational and Technical Education has just completed a survey on Special Needs of all secondary and post-secondary programs in the following areas: Agriculture, Business and Office, Distributive Education, Health, Home Economics, Technical, and Trades and Industrial Education.

TABLE I

Division	Total No. of Students	Total No. of Students with Special Needs	% of Total Students with Special Needs	Physically Handicapped	Mental or Personality Disorders	Special Learning Problems	Socioeconomically Deprived	Member of Racial Minority Group	Educationally Disadvantaged
Agriculture	17,150	3,150	18.3	261	350	700	1,050	700	700
Business & Office	2,191	347	15.8	34	32	35	166	129	119
Distributive Education	2,251	233	10.3	51	13	64	98	50	30
Health	705	123	17.4	18	15	5	49	61	15
Home Economics	25,116	6,608	26.2	628	1,046	1,563	2,972	2,283	2,497
Technical	3,861	1,073	27.88	193	22	49	308	347	154
Trade & Industrial	9,932	2,455	25	113	125	161	328	314	318
TOTAL	61,206	13,989	22.8						

TABLE II
Vocational and Technical Education Programs in Institutions

	Trade & Industrial		Business & Office		Home Economics		Agricul-ture	
	Students	Reim.	Students	Reim.	Students	Reim.	Students	Reim.
Boley Training School	65	625.00						
Helena Training School	70	625.00						
Taft Training School	65	625.00	10	1,250	51	1,250		
Tecumseh Girls School			10	1,250	30			
Shawnee Interagency							25	15,500
Muskogee School for The Blind			16 (D.E.) 20	1,250				
Sulphur School of the Deaf	65	625.00			12	1,250		
Whittier (Pryor)	60	625.00						
	325	3,125	56	3,750	93	2,500	25	15,500

Total Students	499
Total Reimbursements	$24,875

OREGON

Introduction

Every effort has been made in developing programs for the disadvantaged to involve all educators in the formation of programs which will assist the individual from childhood through adulthood. These efforts have involved other agencies, as well as labor and industry; but it is still evident that educational programs available to disadvantaged persons remain inadequate.

Occupational Areas

Regular programs in occupational education in the high schools and community colleges of Oregon continue to serve some of the students who have special needs; and MDT programs assist many unemployed persons to become employed. Modifications are made in the handicapped individuals. The enrollment statistics indicate that for the 1967-68 year 907 special needs students were served through regular vocational programs.

In spite of financial hardships, public education agencies throughout the state have initiated or participated in such job-oriented projects as the Neighborhood Youth Corps, work-study programs, work experience programs, and a host of others. Still other approaches, both immediate and long-range are in various stages of study or development, with their future implementation largely dependent upon the availability of financial support.

The Portland Public Schools, assisted by the Division staff, have been trying to develop a program for disadvantaged youth (16-21) in and out of Portland Schools. Repeated attempts to secure Federal assistance through the Personalized Education Project and also the Urban Job Corps (Little Job Corps) Project have not been successful.

Since the Job Corps proposal was turned down by the Office of Economic Opportunity in March 1968, the Portland School personnel have been attempting to restructure and scale down their program from $1,734,000 to a project that might be funded with limited local and Federal Vocational Education funds. After locating a facility, the Vocational Village project although very limited in number of persons that can be served, has now become operational.

This program has been designed for the approximately 1,000 dropouts in the Portland Metropolitan Area. The program is designed to provide:

1. Guidance and counseling services (low ratio-geared to occupational goals).
2. Supportive services to improve the students self-image and feeling of worth, physical health, and societal role.
3. A curriculum of basic education adjusted to individual needs.
4. Occupational education - work experience.
5. Placement and follow-up services.

Initially the program has been set up to enroll and serve 150 youths at one time. The length of involvement of the student will vary with his needs; some may be enrolled for only a few weeks while others for several months to a year or more. Experience in the first four months begins to show a longer enrollment period and readjusted estimates for this year now indicate that 200 to 300 students will be served.

A very successful adult education class in Family Food Buying which stressed use of commodity foods, comparison shopping, and enabled enrollees to visit stores they normally do not shop in was offered in Baker School District for 12 low income and welfare recipients this fall.

A homemaking program for students with special needs instituted in one high school this fall following a previous experimental program. This semester course meets for two hours daily and is designed primarily for students with academic, social, economic, or other handicaps. From this semester exploratory world of work program, students with interest in the specific area of child care services may enroll in a second semester. Follow-up of the students in the previous four semesters of this pilot project, with many changes in the structure of the program, indicate that while most of the girls married, many of them felt this course was their first real success, in high school. Better than half of them reached in follow up now have part-time jobs related to knowledge and skills learned in this course.

Cooperation with Other Agencies

Portland Community College developed and offered a vocational credit course for school district Headstart personnel in Teaching the Disadvantaged Child in the Preschool. This program was offered for two levels, one for teachers and one for aides and assistant teachers.

Headstart Supplementary Training program was extended to Portland with a planning committee formed to provide for all OEO programs in the Portland area. Through a Career Development Committee, courses were developed to meet the needs of the largest number of personnel in each of the participating agencies in the Greater Metropolitan Area. As an outgrowth of the year's planning, progress has been made in developing, one, two, and four year programs in Early Childhood Education, with the first two years to be available at Portland Community College and the four-year degree tentatively approved at Portland State College. This has given impetus to the department's plans for developing a comprehensive program at Portland Community College with its own day care center for a laboratory snd service to students and other low-income families. Plans are underway to cooperate with Housing and Urban Development to construct a day care facility as a laboratory training center.

Portland Community College also offered adult education classes for improvement of home and family life in the model school project, with an average attendance of 229 persons for the year. As these people tend to come and go, this probably reflects only about half of the total number attending classes in such areas as Home Improvement, Sewing for the Home, Personal Improvement, Family Communication, Clothing Construction, Teenage Discussion, and others.

Another community project which was most rewarding to the home economics department chairman was serving on the planning committee and two subcommittees of the Parent-Child Center project. This project chose 100 children of three years of age or under in the Albina and southeast disadvantaged areas of the city. All needs of each of the 75 or so families involved are being met, whether it is medical, dental, psychological, job training, employment, or education. As an outgrowth of this planning, the department worked with a select group of 15 welfare recipients as community workers to help them become the liaison between the family members and the cooperating agencies. In the training period they worked very closely with representatives of each agency working with the families. They received instruction in all phases of family living that will help them to function more effectively on the job, such as nutrition, menu planning, consumer buying, child development, family communication and many others.

A new career in future planning calls for training welfare recipients as Family Day Care Mothers.

This fall Portland Public Schools instigated a work experience program for students with special needs. Each of the 12 high schools has a coordinator who will supervise students for 11 months of the year. The coordinator will be responsible for locating jobs, screening and placement of students, and follow-up, as well as coordinating other aspects of the program, such as contacting parents, counselors, teachers, and administrative staff. It is estimated this program will serve approximately 1,000 students in the Portland School District.

The proposed New Careers Project Committee sponsored by the Governor's office, Economic Opportunity Program, and four Community Action agencies held an initial meeting early in the year involving broad representation of many agencies. The meeting was called to discuss potential development, funding, and curriculum for training aides. Negotiations for trainee positions in six counties involved 74 positions and some 20 public and private agencies. The responsibility of the educators is to design curriculum to meet the needs of these trainees. As yet no follow-up report has been made available.

One community college now has enrolled 120 students with special needs, approximately 20 percent of their preparatory enrollment, who have been referred by other agencies, such as welfare (ADC recipients) Vocational Rehabilitation, Neighborhood Youth Corps, OEO, MDT, and private agencies. It is believed that the other community colleges in the state could also show approximately the same service being given to students with special needs, and a study to determine the exact number is now in progress.

Teacher Education

In-service teacher training courses were held this past year in Portland, Roseburg, Corvallis, and Bend to develop competent and skillful instructors for the MDTA training program. The teachers in each 20 hour training period cut across several areas of vocational training and included nurses, welders, food service, clerical, and basic education. Approximately 52 occupational instructors were upgraded which include 12 in Portland, 20 in Bend, 10 in Roseburg, and 10 in Corvallis.

In addition, five MDTA instructors and four supervisors from public and private training institutions were sent to the Area Manpower Instructors Development Site (AMIDS) in Los Angeles for two-week workshops to increase their teaching competency for disadvantaged persons. The participants of these workshops were given the opportunity to learn some of the techniques for teaching, counseling, and working with the undereducated, the unemployed, and the underemployed.

A one-day conference for training institution counselors was held to discuss the part they should play in working with the disadvantaged. Several follow-up visits were made to public and private schools to work with the counselors. Later in the year a statewide survey was made of community college student personnel and presidents for their reactions to the kinds of services that should be rendered for community college students and MDTA disadvantaged.

Program in Correctional Institutions

The Vocational Education Division cooperated with the Oregon Correctional Advisory Committee of the Oregon State Board of Control to conduct a study involving each of the adult penal institutions in Oregon. The purpose of the study was to evaluate existing vocational training programs and make recommendations for improvement. The report was used in formulating the 1969-71 biennial budget to the legislature, in hopes of receiving funding to implement recommendations.

Enrollment Data - Persons with Special Needs

Enrollment in Vocational Education Programs for Persons with Special Needs 1967-68

Agriculture	40
Distribution	85
Health	38
Home Economics	405
Office	125
Technical	3
Trade & Industrial	211
TOTAL	907

Estimated Total Expenitures for Vocational Education Purposes Under Vocational Education Acts FY 1969

	Total	Federal	State	Local
Estimated Total for all Vocational Education	$ 10,563,184	$2,574,474	$ 4,398,210	$ 3,590,500
Total for Persons with Special Needs	246,964	121,964	40,000	110,000

PENNSYLVANIA

Introduction

Pennsylvania has no Division of Special Needs Education in the Vocational Education Bureau at this time. Responsibility for the development and supervision of vocational education programs for persons with special needs has been delegated to the Chief of the Instruction Consultation Division. The programs developed have been broad in scope in an effort to aid any and all persons who have evidenced special needs in the area of vocational training. A problem has been encountered in reporting and accounting for these students, as much is done for them in the regular vocational education courses with supplementary remedial instruction as well as providing for occupational skill development, counseling, and other supportive services. Plans for FY 1969 contemplate further growth and expansion of the current efforts to serve persons with special needs in vocational education.

The estimate for total expenditures in Pennsylvania for FY 1969 for persons with special needs in vocational education is $365,000. The total estimated expenditures for Vocational Education purposes under all vocational education acts for FY 1969 is $103,294,000, of which $13,940,000 is Federal, $34,865,000 is State, and $54,489,000 is local funds. Pennsylvania recognizes the fact that vocational education for persons with special needs deserves high priority and special attention, but at present, this is recognized as a problem of the whole, and given individual help wherever possible to correct the problems presented.

In keeping with the State's policy of providing for persons with special needs individually rather than in segregated groupings, pupils with special needs are enrolled in all Pennsylvania programs of Trade and Industrial Education. Frequently they are absorbed into regular classes. Other may be enrolled in classes on the semi-skilled level of instruction. In addition Philadelphia has a Type C program serving 2072 pupils. Distributive educational programs can encompass all catergories of students whether they fall into the grouping of special needs or not. Most teacher-coordinators spend a considerable amount of time working with individual students who need additional help in preparing them for an occupation. It would be extremely difficult to place a percentage of the number of students in the program who might be classified as special needs, since this reflects socio-economic conditions, mental capabilities, attitudes, physical limitations, etc.

Some progress was made toward the achievement of the objective to provide offerings to a larger number of people with socio-economic, mental, and other handicaps. One program being funded from George Barden and Smith Hughes is for adults. It is a Home Craft program which has been developed cooperatively between the Chester Housing Authority and the Chester Public Schools to work with disadvantaged mothers to improve their living situation. It operates in an apartment located in a housing development and is designed to lead to training for employment in occupations using the knowledge and skills of home economics.

Thirteen occupational fields, along with instruction in Home Management Services and Personal Grooming, are listed as being offered to persons with special needs in addition to the regular program offerings at the high school and adult levels. The limiting factor lies in the determination of the individual ability to profit from the instruction.

Occupational Areas

Our most comprehensive pilot agriculture program has been established by the school district of Philadelphia as the "Walter Biddle Saul High School of Agriculture and Horticulture". Six certificated teachers and a Senior Coordinating Teacher of Vocational Agriculture have been employed to meet the needs of the 350 boys and girls now enrolled. It is anticipated that this program will expand to eight teachers and better than six hundred students by the opening of the 1968-69 school term.

The educational program will offer occupational training in (1) production agriculture, (2) agricultural business and industry, (3) commercial horticulture, (4) agricultural mechanization and automation, and (5) animal technician training.

The curriculum has been designed so that the total program of studies for these students shall include a full academic program directed toward preparation for post-high education and college education for those who so desire. This program will accommodate students with special needs.

The repeated requests for the immediate employment of graduates of this program indicate that there are many and varied agricultural occupation pursuits available to persons in the Philadephia area.

The physical plant is located on a 78 acre farm in West Philadelphia, a very strategic agricultural-business employment area. Philadelphia is the only major city in the Commonwealth that will provide such a program.

It is planned to make these facilities available for extensive in-service training for all teachers of Vocational Agriculture in the southeastern part of Pennsylvania.

A non-teaching, full-time farm manager is employed to meet the needs of the school's 78 acre farm. A full line of farm equipment is available.

Additional facilities now under construction at this location are a 40' x 100' dairy barn, and 32' x 100' commercial greenhouse, an agricultural mechanics shop of 40' x 100', four combination agricultural laboratory-classrooms, and a large assembly-type room for demonstrations.

Business and Office Education

The Oliver P. Cornman Public School in Philadelphia is a remedial disciplinary school for girls ranging in age from 12 to 17 years, most of whom could be classified as "Disadvantaged youths."

In a recent school year a pilot project in business education was obtained. Included in this program were subjects such as business mathematics, business English, modified clerical practice, typewriting, and introduction to the PBX (switchboard) supplied by the Bell Telephone Company. A formal course of study was followed to some degree but emphasis was placed on practical and functional instruction. Many kinds of business forms were introduced and discussion of various occupations to work toward were presented.

Fifteen girls, ages 15 and 16, I.Q.'s. ranging from 85-100, were placed in the first class. They were at the 10th grade level with no seemingly great gap in basic school skills. They were lacking in social-emotional stability and vocational goals. Running concurrently with the business education program was the attempt to improve social-emotional and cultural patterns. Class discussions relative to problems were considered at least once a day in open forum. Plans were made for visiting business establishments and included eating lunch at one of the larger restaurants as part of each trip.

Slowly there came an awakening and with it came interest and motivation. The girls began to take on responsible assignments withinthe school. By the beginning of the second semester five girls had returned to regular high school. Other girls were placed in clerical jobs in industry through the job coordinator.

This program has continued and is functioning in a very satisfactory manner. It is intended to make more graduates employable, reduce the disciplinary problems in dealing with this type of student, and to reduce the dropout rate. Twenty percent of the time is spent in formal class instruction, with 70% in the area of shop skills. Summer and part-time employment is secured for the students.

The team approach is emphasized which includes cooperation from home-making, vocational and practical arts as well as business education. This provides special training for a group which heretofore has been passed over and neglected.

Office Education

Philadelphia School District

The Philadelphia School District has developed an excellent three-year clerical practice course in helping the slow learner or pupil with special needs. Material included in each of the three years of the course has been designed in a specific order and pattern.

Clerical Practice I (tenth year) is devoted to vocational record keeping, designed to capture the interest of the beginning high school student and orient him to business practices. It begins with a guidance unit which introduces the student not only to clerical work, but also points out opportunities in business courses.

Handwriting is emphasized during this first year. The student receives one full period of training a week. Considerable emphasis is also placed on arithmetic, grammer, spelling, and good work habits.

Clerical Practice 2 (eleventh year) deals with the informational aspects of office work. While a certain amount of work with forms is included, the course is primarily concerned with giving the student information regarding the operation of a business office; the development of skills in using forms is secondary. In addition to the business information and business vocabularly, it offers units in filing, income tax work, the use of the telephone in business, credit management, job information, and Philadelphia place geography. During the eleventh year, also, the teacher continues emphasizing arithmetic grammer, spelling, handwriting, and good works.

Clerical Practice 3 (twelfth year) is a job preparation subject and the capstone of the clerical practice program. It reviews and is concerned with the entire field of clerical office work with special guidance in the taking of employment tests. Spelling and vocabulary building are again stressed. Areas of review include grammer, punctuation, business arithmetic, filing, and preparation for securing and holding a job.

While each school may select the texts which best meet the needs of its students, the units prescribed for the work of each year comprise the course content in clerical practice and should be followed.

The interboro School System in Delaware County, Pennsylvania, coordinated with local industry and the Business Education office at the Department of Public Instruction during the summer of 1967 to introduce a Duplicating Machine Operators' Course into the vocational business education curriculum.

The course is designed for seniors who are weak educationally, who have exhibited weaknesses in their ability to work effectively with others, and who face graduation without having acquired a salable skill. Basically the course is designed to provide these students with one basic salable skill and to provide them with the opportunity to learn how to work independently so that once placed in industry they will have the personal qualities necessary to retain their position and live fruitful, satisfactory lives.

The course was instituted as a result of a survey conducted by the administration to determine the areas in local industry that offered good employment opportunities. Nine out of 25 industries surveyed stated that they either had difficulty finding trained duplication machine operators or trained their own. One large industrial firm in particular showed keen interest in a duplicating operators' course and administrators visited one of the firm's key duplicating centers. Not only did the administrators see the various pieces of equipment during the industrial tour, but also received additional encouragement to offer a course for senior students.

As a means of directly benefiting students, the course was introduced in September as part of the Vocational Education Curriculum. Two and one-half hours a day, five day a week, seniors who previously had no salable skills are learning how to operate machines such as offset press, plate making equipment, mimeograph, spirit duplicator, collator, photocopier, paper folder, binding equipment, and microfilm equipment.

Distributive Education

Currently two types of special needs are being administered by the Distributive Education Section.

The one is the diversified occupations program being operated in the Northern York County High School, Towanda Area High School, State College Senior High School and Shippensburg Area Senior High School. These programs for the most part deal with students who are potential dropouts. By offering the students an opportunity to work in the afternoon in lieu of spending a full day in school there has been a major decline in the number of dropouts in these four districts of students enrolled in this program. The program is administered by a teacher who also acts as the coordinator for the job experience phase. In most cases he meets with the students one period a day imparting general knowledge about the business world i.e., grooming, personal habits, employer-employee relations, basic salesmanship, etc. The students come from all curriculums within the district and are homogeneous in only so far as they are receiving job experience.

The second special needs is being administered at the Eastern Montgomery Area Vocational-Technical School. Their philosophy is that we must bear in mind that a student cannot advance to a higher skill without learning the basics. Therefore, regardless of social or economic status, the students who expresses a need to activate the basic learning process must be given the opportunity to do so.

In the Eastern Montgomery Area Vocational-Technical School at the 11th grade level, a modified project approach has been intertwined in the "occupational Mix. Units have been developed that incorporate audiovisual transparencies as well as specific basic instructional projects with evaluating criteria. Transferability of skills insofar as individual development in concerned is maintained between the units as well as from project to project.

The Occupational Mix Units, for the most part, are common to most instructional areas in the technical school so very little revision is necessary in the instructional or project content when a new group is taken into the course. Because of this fact, it is advisable to retain at least one of the previous group students for reinforcement purposes as well as for peer instruction and group confidence.

Experimentation, to date, has been with small homogeneous groups, having common career goals, selected by the area instructor. 180 minutes time slots, equally divided between laboratory performance and project work over a three to four week period of time **with** no formal grading procedure, seem to provide a controlled in-school learning activity that is stimulating and rewarding to the student.

These two types of programs would be considered special needs.

Health Occupations

Philadelphia School District is conducting a Health Careers Review Program for students who have special scholastic needs for entering various health careers. During the program the students will be helped in upgrading their reading and mathematical skills so that they can satisfactorily participate in pre-entrance tests administered to applicants for nursing schools. In addition, some pupils are receiving chemistry instruction to meet the requirements of admission to nursing school. The classes are conducted on Saturday mornings for a period of three hours. Since most of the enrollees are from low income families, information about financial assistance is also available.

Trade and Industry

A New Approach to Meeting Educational and Occupational Needs of Youth Who are Probable Dropouts

This report describes the major activities related to the experimental project being conducted in the Chester City Schools Vocational Department from September 5 thru October 15, 1968. Two occupational areas have been organized with four teachers acting as the teaching staff.

I. Objectives:

The first three objectives of the Proposal were used as the guidelines for activities during the first quarter. These were and are:

1. To identify potential dropouts
2. To reduce the number of dropouts
3. To develop occupational competencies leading to productive employment.

For practical purposes, these objectives were converted into action objectives to be implemented by the teaching team as follows:

1. Personal in-depth interviews with each of the 40 pupils assigned to the program to determine:

   a. The adequacy of the selection process and to remove pupils not meeting basic criteria of the project.

   b. The completeness of the student CRF and where necessary up-date these records.

   c. Occupational, personal and group interests of each pupil so that individualized instructions might begin promptly in an area of interest.

2. Organization of the learning activity by:

   a. Developing a complete course of study for each occupational area.

   b. Obtaining necessary teaching aids and equipment to carry out the course of study.

   c. Involving school and community specialists in the program to meet special and unique needs of the program.

3. Commitment of local industry and business to meeting the needs of this special group of students by:

   a. Supplying programs and speakers for in-class study and discussion.

   b. Providing opportunities for field trips and visits to local firms.
   c. Making available part-time jobs to pupils in the program.

II. Program Endeavors:

The teaching team established a regular departmental meeting to be held weekly on Tuesdays from 10 - 12:00 a.m. These meetings are held to deal specifically with four topics:

1. The administrative aspects of the program.

2. The organization of the course of study and its implementation. The course of study has been completed.

3. The evaluation of techniques used during previous week and their practical use and improvement. A program of self-taught math has been instituted to individualized learning needs.

4. The discussion of specific student needs and the involvement of specialists to assist in meeting these needs.

Guests from industry have joined the groups to discuss the topics of personal hygiene, safety, and quality. Industry has responded with enthusiasm and in each case provided very able persons to work with the groups.

1. The Pennsylvania Department of Health about personal and community health.

2. The Scott Paper Company to speak about industrial safety.

3. The Boeing Company to speak about industrial quality.

Field visits were made to three industries to impress upon students safety and quality studies:

1. To the Belmont Iron Works to study industrial safety.

2. To Ed's Body Shop to study worker safety.

3. To May's Welding Shop to study worker safety.

Individual files were organized for each pupil. On every occasion instructors placed anecdotal records in the file and specific instances of pupil behavior were recorded. The development of these files revealed that a number of pupils were in this program against their wishes. As a result several have been recommended for reassignment.

III. Evaluation:

The control group of 34 pupils selected for but not assigned to the program have been identified. The school records and tests of these pupils are being studied in the hopes of establishing matched pairs with the experimental group. At the conclusion of the academic year these groups will be evaluated to determine the major objective of the program--school retention. Additional evaluation may be made (where possible) to determine the extent of occupational competence and basic educational growth, but these will be done only when matched pairs can be established.

IV. Projected Activities:

The projected activities for the second quarter fall into the following three areas:

1. To improve the facilities and equipment available to the program. All supplies had to be "tracked down" and collected for use in the project. Special requests for purchase of books, supplies and equipment have been let for purchase.

2. To develop group solidarity and more fully implement individualized learning experiences. Now that the courses of study are essentially complete, the organization of learning blocks can be implemented and improved. A major concern is to improve pupil attendance.

3. To continue the theme of the month to include government, profit and industrial organization ideas by bringing students into contact with actual situations in their community. We have found wide and enthusiastic acceptance from industry in participation and aid in finding part-time work for pupils.

Technical and Industrial Education

Penn Hill School District

This school district is conducting an approved project to provide students having unmet needs with incentives to continue their high school education by offering to them learning opportunities in service occupation fields. The suggested occupational services curriculum is provided for occupational clusters. They are commenced in the 9th grade with exploratory non-vocational programs for 5 periods per week. These are completed in grades 10 and 11, and the occupational experience is finalized with field experience in grade 12. A specially designed general education curriculum has been prepared to supplement the shop instruction. It is anticipated that this program will meet the requirements of many pupils with special needs, as a supplemental program to the skilled and technical occupation offerings in the area technical school in which the school district participates.

Bucks County Technical School

Bucks County Technical School is conducting an approved program of "Occupational Cooperative Education" for the student with special needs. In this program the student spends part time in his home high school and part time in employment in business or industry. During the time the student is engaged in business or industry, he will be earning wages as well as receiving on-the-job instruction. This program is set up to meet the needs of selected pupils with special needs and in special occupational fields not offered as a part of the technical school program. The program also provides sufficient appeal so that the pupils will complete their high school education and upon graduation have an opportunity to gain a position in a wage earning occupation.

Chester City Schools

A proposal to use competent, trained, and certified instructors in a 100% shop centered environment in several senior high schools in the City of Chester to conduct an operational program for those pupils who can profit from and through a special needs program be gainfullly employed in a work skill in the labor market. The necessary related and general education instruction is conducted concurrently with the pupils shop instruction with emphasis on job success orientation content. This program is available only to persons over 14 years of age, or the age of employability upon leaving the educational program.

Philadelphia School District

Vocational Projects: Upon application of the Philadelphia School District, vocational courses have been approved for operation during the 1968-69 school year in selected high schools and special purpose schools in the Philadelphia Area to meet the requirements of selected students and to provide an organized program in which work skills are taught. These skills are:

Food Service Worker
Valet Service
Shoe Repair
Service Station Attendant
Cabinet Making
Nurses Aide

School District of Philadelphia

Vocational education--basic principles as viewed by this division:

1. Vocational education should be available to all students.
2. It should be structured in a flexible and relevant manner to foster the career goals of each student.
3. Vocational and general education must reinforce each other.

This division administers two types of programs
Practical Arts and Vocational Education

Practical Arts

The Practical Arts program includes industrial arts, basic business and home and family living. It takes a broad view of the study of materials, processes, and services. It seeks to establish an understanding of how people earn their living in business and industry. It provides a foundation for good attitudes toward work and an appreciation of the roles of the producer and the consumer in our society. In the Practical Arts program, the abilities and talents of each pupil are developed through his own research and experimentation.

Vocational Education

Vocational education is preparation for employment and all that implies in the way of skills, attitudes, and knowledge pertinent to an area of work. Whil training must be broad and based on job clusters to provide maximum job flexibility, specific job skill, if needed for entry into employment, is offered as close to the time of employment as possible.

In his description of the "Organic Curriculum," David S. Bushnell of the U.S. Office of Education, says that the design of this curriculum should, "Integrate academic and vocational learning by appropriately employing vocational preparation as one of the principal vehicles for the inculcation of basic learning skills. In this way, learning could be made more palatable to many students who otherwise have difficulty seeing the value of a general education." It is my understanding that the Philadelphia schools have taken steps to be included in a long-range experiment under the direction of the U.S. Office of Education to develop such a curriculum. The recognition of the important part vocational education will play in this development is gratifying and should contribute to its successful realization.

Within recent times, as more and more resources have been allocated to vocational education, it has become the object of scrutiny by governmental, educational, and community organizations and individuals. Over two years ago the Philadelphia Board of Education authorized a study by the University City Science Center. This resulted in a report entitled "Career Development," which pointed up the need for an effective vocational guidance program. We believe that the facilities of both the practical arts and vocational education can make an important contribution in meeting this need.

Walter B. Arnold has been engaged by the Pennsylvania Department of Public Instruction to conduct an in-depth analysis of the status of vocational education in the State "with a view toward the design and establishment of an effective system of education and training of the non-professional work force."

Certainly, direction and improvement should result from these studies.

Work Study Programs

Henderson Senior High School in West Chester is moving into the area of work experience and job placement during the school day as a part of the school program in five areas of specialization this year.

Plans have been completed, teachers secured and students scheduled for on-the-job experience under the supervision of school personnel in (1) Clerical and Office Practice, (2) Distribution and Marketing, (3) Food Service and Preparation, (4) Occupational Skills for Special Education Students, and (5) Semi-Skilled Trades.

The programs vary somewhat in the time devoted to work experience, but all have many things in common. All students are released from school during the day to work on a schedule prepared by the school and the employer. Some work a part of each day, while some work full days and attend school full days on a turn about arrangement.

The intent of these programs is to make school a more meaningful experience for students by exploring the world of work, providing an incentive to remain in school and graduate, and to meet the needs of students with special needs and/or limited abilities.

Each of the five programs is under the supervision of teachers specially trained in that area. Plans are being made to coordinate all work/study programs under one head who will direct the entire program.

RHODE ISLAND

Introduction

During the past year the State Board of Education approved a pilot program at the Vocational-Technical School of Rhode Island to provide vocational education for persons with special needs. This school, which is centrally located in Providence, accepts students on a tuition basis from all parts of the State. If the program proves to be successful and it is demonstrated that there is a need for this type of education, it is conceivable that this will become the training center for all special needs students in Rhode Island.

This program began in September, 1968 with three vocational areas designated to provide training. The areas are automotive mechanics, machine processes, and carpentry. Integrated with the occupational training is a special communications program emphasizing reading improvement while also covering the academic subjects of mathematics, science, social studies, and English. The length of time students spend in the program varies according to their individual rates of progress toward employability.

Students from all communities in the State between 16 and 21 years of age who desire vocational education but would be unlikely to meet with success in their regional vocational-technical school may enroll in the program. Tuition costs, assessed on a per pupil basis, may be met by the local community or a public agency such as Vocational Rehabilitation. Plans are now underway to expand this program by adding more occupational training areas in September, 1969.

Students are accepted into this State run program from several different areas such as Vocational Rehabilitation, Rhode Island Training School for Boys, and the Rhode Island School for the Deaf. Plans are also being made to provide vocational training to certain students enrolled in special education programs in the local communities.

Research Project

The Research Coordinating Unit for the State of Rhode Island is proposing to undertake a study of the special needs students and programs in vocational education. The study will be addressed to the following questions:

1. How may special needs students be defined? What are the characteristics that distinguish special needs students from regular vocational and academic students?

2. How many special needs students are there in Rhode Island and how many are interested in vocational education?

3. What programs in public, parochial, and private schools and in other agencies now serve the special needs population?

4. What programs will be needed in the near future; how should they be structured; what special services should they include; how can existing programs be modified to better serve the special needs populations?

Enrollment Data - Fall 68

Trade and Industry - 32 enrolled in regular programs
59 enrolled in special programs

Practical Nursing - 20 enrolled in regular programs

Home Economics - 18 enrolled in special programs

SOUTH CAROLINA

Introduction

Greater emphasis was placed on expanding programs for persons with special needs by all vocational services during the past year. This has been done through the organization of special classes and courses and through the regular programs in the various vocational areas.

Occupational Areas

The office occupations program started in 1966 at the Opportunity School was continued in 1969. This program is designed to prepare students with limited ability for office work. A new program was developed in two separate large high schools to train additional students in the office occupations field. This is an experimental program to be carried on over a period of three years. Students will be followed up after completing their training.

The distributive education program for persons with special needs was expanded. Forty-eight students were enrolled in four classes. Forty-two of these students worked a total of 16,281 hours and earned a total of $16,104 in wages. This program was conducted in one large school system and was developed mainly to serve potential drop-out students who had socio-economic problems. Several drop-outs returned to school to enroll in the program. The program will be expanded in other schools during the year and additional teaching personnel will be added.

Much expansion of the home economics program for persons with special needs has taken place during the year. Students from homes of all socio-economic levels are enrolled in classes of home making.

Cooperation with Other Agencies

Teachers have adapted the instructional programs to the needs of all students. Through individual home work during the regular year and the summer months, teachers give special help to those students and their families having problems. Teachers help adults of all levels to have more nutritious meals through conservation of food in community canneries. A program begun two years ago at a Childrens Mental Institution has continued and expanded. The program has grown from an enrollment of 23 students to 91 students last year. The experimental program begun last year at the State Hospital for Women was continued with enrollment increasing from 74 last year to 219 for 1969. These persons were given training to help them adjust to home and jobs upon returning home. A co-operative program was developed with personnel in the Children's Bureau for the women who board and care for the children. Classes were conducted in preparation of food for infants and small children, sanitary practices, storage and handling food, care and laundering of clothing and care and storage of play equipment. Programs were begun to assist persons in three low-cost housing developments. Classes emphasized management of money, good buying habits, care of clothing and furniture, preparation of nutritional,inexpensive meals, and care of house and surroundings. Four additional teachers will be added to develop further classes in low rent housing units. These classes will include instruction to help with improving the care of equipment and facilities; management of time, energy, and money; personal and family relationships; child development and consumer education. It is anticipated that through these classes, mature women will be located who will be eligible for enrolling in occupational classes in area vocational schools. Occupational classes for homemaker's assistants and waitress training will be offered in these housing developments. A program will be initiated in the womens correction institution. A class for interior design aides will be initiated for the deaf and hard of hearing in the South Carolina School for Deaf and Blind pupils. The equipment in the high schools and in the area vocational schools will be used for the classes in housing developments. Some portable equipment will be purchased in the area vocational schools and local high schools which can be used in classes in housing units. Existing facilities in the secondary schools, in the area vocational schools, and in the institutions where people with special needs live, will be used for these programs.

Union, South Carolina

The Pilot Program for students with special needs, started in FY 1968 at Union, South Carolina has been determined to be a successful one. It provided what is called a comprehensive semi-vocational track for students with ability below the minimum standards for vocational education and above the requirements for Vocational Rehabilitation Students were selected from Union and Sim's High Schools who were potential dropouts with academic, socio-economic and other handicaps. They were placed in small classes with maximum enrollment of fifteen. Students are provided with a degree of occupational competency along with special academic work which would meet the requirements for a high school diploma. Fourteen years is the lower age limit. A total of sixty students was handled in this project.

Florence, South Carolina

The Southside Vocational Center program for students with special needs described in the Progress Report of 1968 has been determined to be a success in terms of its objectives. Similar to the program in Union, South Carolina, a broad spectrum of occupational objectives was presented in Agriculture, Home Economics, Auto Mechanics, Farm Mechanics, Carpentry, Auto Body Repairs, Electronics, Basic Electricity, Childcare, Drafting, Practical Nursing, Air Conditioning, Office Machine Repair, Office Occupations, Cosmetology, Distributive Education, and Horticulture. Classes are limited to fifteen students per teacher. Students are at the 8,9, and 10th grade level, sixteen years old or above. About half of the time of the teacher is reserved for counseling, home visits, and job placement activities.

SOUTH DAKOTA

Introduction

South Dakota is one of the states with a large geographical area containing a sparse population. There are 711,000 people in an area of 77,000 square miles. Population centers range from Sioux Falls, 70,000; Rapid City 49,000; Pierre, 11,200; to a number of small towns and rural areas of less than 500 people. In a sense, the entire population of South Dakota might be classed as disadvantaged because of rural isolation and paucity of economic opportunities.

There are many programs in vocational education throughout the State which serve persons with special needs. These are usually reported in the regular occupational programs. No distinction has been made as a rule except to provide for individual differences, giving remedial instruction where needed, with a sound program of vocational guidance functioning in conjuction with vocational education.

In 1969, seven separate and distinct programs were offered for inmates of the South Dakota State Penitentiary, through the facilities and personnel of the Coolidge High School. The following occupational objectives were included in the training program:

Electronics
Auto Mechanics
Auto Body Repair
Meat Cutting
Welding
Motor Re-winding
Upholstering

There were 76 inmates enrolled in these programs.

At the State School for the Deaf, a program in occupational skills has been initiated. At present, it has an enrollment of twenty five.

Plans for the Future

Considerable expansion of special needs programs in all occupational areas is anticipated for 1970. This will include new programs in off-farm agricultural occupations, office occupations, health occupations, career objectives in trades and industry, technical education, distributive education and diversified occupations. Attention will be directed toward occupational orientation programs, pre-vocational exploration and employability training.

Personnel

No one has been designated as full-time superviser for programs for persons with special needs. This work is handled by the State Director of Vocational Education on a part-time basis.

TENNESSEE

Introduction

Tennessee continues its high interest in vocational education for persons with special needs. A new full-time State Supervisor for this program has been appointed and plans are being developed for three additional supervisors in this area which will function in eastern central, and west Tennessee. The new supervisor is Mr. Robert Ell Hurt, who assumed his duties as State Supervisor for Special Needs on September 1, 1968. He replaces Mr. James Vinson and brings excellent qualifications to the office. He has been a teacher of Vocational Education for special needs students, a specialist in remedial reading with the Allied Sound-Visual Education Company, and a supervisor of the reading program for the Wilson County Board of Education. His immediate plans include extensive activities with the related remedial teachers for special needs vocational students throughout the State.

The program initiated in Memphis for Special Needs Vocational Education in four comprehensive high schools will be continued and refined. This is a model which has potentialities for duplication in other cities in the State. Continued improvement will be sought in the quality of all programs of this kind, while plans for expansion to areas not being served are being developed.

Occupational Areas

Special Needs programs have been expanded to include five new programs for 1968-69. These are located in Howard High School, Chattanooga; Central High School, McMinn County; White County High School, Sparta; Johnson County High School, Mountain City; and Central High School, Murfreesboro. This brought the total number of special needs program in Tennessee to forty-two in February, 1969.

The following new Vocational Improvement Programs are working successfully under the direction of the various services for improvement of Special Needs Students:

5 Agriculture Programs
1 Home Economics Program
1 Office Occupation Program
30 Trades and Industry Programs

Other than the programs listed above, eight new programs for Special Needs Students have been inaugurated in various local systems across the state. The criteria for student selection are:

a. currently enrolled in a Vocational Program.
b. profile shows need of special help in academic subjects

The teaching load is 15 per class hour maximum with students enrolled in a three hour block of related remedial instruction in computational skills.

One Agriculture Program and all of the 42 existing Special Needs Programs are Basic Education for Socially-Economically deprived students.

Teacher Education

a. A Third Annual Conference Report of the Special Needs Workshop has been printed.
b. A Pre-service Training Program for new teachers of students with Special Needs was originated for one week in August.
c. A continuing In-Service Training Program for experienced teachers for Special Needs was most successful.

A Summer Workshop for Special Needs instructors was designed to aid instructors in developing their own curriculum materials for Special Needs programs throughout the State of Tennessee.

The twenty-four hours of study was conducted by the Program Services personnel and was held at the State Area Vocational-Technical School in Nashville, Tennessee in August, 1968. Fifty instructors in special needs and other interested personnel attended. The teachers were involved in extensive activities and study in teacher education and curriculum development, with emphasis on working with persons with academic and socio-economic handicaps.

Cooperation with Other Agencies

a. Two Skill Centers are operating with Special Education under the Title I program.
b. Special Needs is involved in the Model Cities Program under the Office of Economic Opportunity for the city of Nashville.
c. Special Needs has developed a proposal with Manpower to be funded from OEO funds for the disadvantaged of the Metro-Nashville area.

Personnel Changes

a. Mr. Robert Ell Hurt has replaced Mr. James R. Vinson as Supervisor of Special Needs for the State of Tennessee.
b. Eight new teachers have been trained and placed in the classroom.
c. Plans are being made for placing three regional supervisors of Special Needs.

Work Done in Correctional Institutions

Special Needs works with the local Boards of Education in cooperation with the office of Economic Opportunity and the Model Cities Program.

Special Needs Enrollment Data

Enrollment in Special Needs Classes in the State of Tennessee for the 1968 fiscal year is 1,354. Preliminary fall report for Fiscal 1969 is 1,400.

Significant Research

Special Needs has worked with Trades and Industry on a survey of the profile of students who are enrolled in Building, Trades, Auto Mechanics and Machine Shop in the State of Tennessee. The survey has been completed and is most helpful in determining the ability of the student. Plans for a similar profile study are being formulated for Distributive Education and Home Economics. After compiling these statistics our enrollment will be greatly increased for our 1969 report.

A teacher's Guide for Vocational Improvement Programs has been published and is in the hands of each of our Special Needs Teachers.

Plans on the Future

An Opportunity High School is being planned to serve 200 students in the Memphis area who are presently unhappy and/or unsuccessful in their regular educational program.

Plans are being formulated to place three regional supervisors at work in the State.

Vocational-Technical Education in Tennessee is experimenting with a new name for the Special Needs program locally. It is called VIP or Vocational Improvement Program, in an effort to add pride and prestige for those students enrolled. Both in and out of school, the students with special needs are sometimes further disadvantaged by the ridicule of unthinking people who label them with derogatory titles. If general acceptance is gained on a State-wide basis, the term will be used to explain and promote the program to students, parents, school personnel and the general public.

TEXAS

Introduction

It is predicted that by 1970 seventy percent of all participants in the labor market will be high school graduates. Statistics reveal, however, that 49 percent of all students who begin first grade do not graduate from high school and one-third do not finish the tenth grade. Coordinated Vocational-Academic Education (the states' vocational education program for persons with special needs) is specifically aimed at combating this serious dropout problem. The program is designed for in-school students fourteen years of age or older who have academic, socio-economic or other handicaps preventing them from succeeding in regular programs of vocational education. The program is designed to increase the holding power of schools by providing practical instruction in which students can succeed. The program consists of a combination of occupational training and a modified or ungraded academic curriculum. Students are assisted in the supporting academic phase to increase their basic education to minimum satisfactory levels through provision of modified and remedial curricula. In addition, students are provided occupational training that will prepare them for entrance into regular vocational education programs or equip them with salable knowledge and skills commensurate with their abilities should they terminate their school careers prior to high school graduation.

The program is administered through the office of Vocational Program Development, Public Schools, where a director and three State consultants are in charge of developing, directing, expanding, and evaluating the program.

Some 7,500 students are currently being served by the program. The growth of the program is reflected in the fact that there are now 70 school districts participating in the program. Over 240 teachers are now implementing the program. The Texas program is in its fifth year of operation. Requests from superintendents for programs in their school systems make it appear that the program will continue to grow. The following data shows the pattern of growth to date.

1964-65 - 938 students and 25 teachers
1965-66 - 2815 students and 90 teachers
1966-67 - 4684 students and 123 teachers
1967-68 - 6270 students and 190 teachers
1968-69 - 7500 students and 240 teachers

Criteria for selecting students for enrollment in this program have been clearly and specifically established. This criteria reveals that the State has concretely determined and defined what it believes is the "special needs" students who is also the potential dropout. Counselors and other school personnel use the following criteria for selection and placement of students in programs of Coordinated Vocational-Academic Education.

Low or under-achievers, usually average. They are often handicapped academically because of low scholastic ability and/or lack of educational and cultural advantages. They must be retarded by one or more grades, or one or more years behind in achievement level.

Low ability in communication skills. They are at a disadvantage with other students because of low reading ability, lack of verbal fluency, creativity, ability to think abstractly, capacity for deferred gratification short attention span, and slowness of learning.

Irregular in attendance, frequently tardy, and disinterested in school. They feel that they are second-class citizens at school and as a result do not like school, believe they cannot learn, and feel their teachers neither accept nor understand them.

Have no personal goal, lack a sense of purpose, lack self-confidence, and often develop negative self-image. Because there is lack of opportunity for them at home or in the immediate neighborhood to become acquainted with a way of life different from their own or with persons in occupations of a higher status than those with whom they associate, they may not be motivated to attend school or to want something better. In other words, they are potential dropouts.

An in-service teacher training program is conducted by the State for the purpose of developing appropriate curricula and instructional media and materials and to assure that the teachers of this program are skilled in working with and teaching the type of student enrolled in the program.

Phases of the Coordinated Vocational-Academic Education Program and its Organization

Academic Phase

The academic portion of the program is a special academic curriculum departing from traditional standards, and is conducted on an ungraded basis. Language, mathematics, science, and other courses are adapted to the level and learning ability of the students. Students handicapped in reading ability are provided remedial reading instruction instead of traditional English. Students of low achievement in mathematics, science or social studies are given remedial instruction. Other academic provisions are:

1. Curricula are flexible in all subject matter in order to teach on the achievement level of the student.

2. Remedial work is given students in areas of low level achievement parallel with identified ability.

3. Primary emphasis is on the basic tools of language arts and mathematics, including skills in reading, speaking, writing and listening and in acquiring basic arithmetic skills.

4. Content of academic instruction is functional with practical application to occupational training.

Occupational Phase

The occupational training portion of the program consists of a combination of classroom instruction with shop training, or actual on-the-job training, with students placed in part-time employment in the community. Training is on a level adapted to the interest, aptitudes and ability of students.

The beginning phases of the training program for boys may be in relation to a cluster of occupations such as (1) general construction trades (2) horticulture occupations, (3) building maintenance occupations, (4) litho related occupations, (5) general metal trades, (6) general mechanical repair and (7) general marine repair.

The program for girls in the initial stages may be in occupational clusters relating to employment available to women, such as (1) domestic jobs, (2) employment in food service, (3) apparel service, (4) furnishings service, (5) lodging and related service, (6) commercial display and decoration and (7) office duplication work. Since employment in the above occupations in many cases are open to both men and women, it is not implied that separate programs are organized for boys and girls. Since the students enrolled in the Coordinated Vocational-Academic Education Program must be, at least initially, one or more years below normal achievement in several academic courses, the occupational clusters embraced in this program are a result of job requirement analysis. Instructional content areas within each occupational cluster are also a product of actual job analysis.

Program Organization

For effective instruction and supervision every effort is made to keep enrollment down to 15 students per any one shop or laboratory class.

Laboratory or shop classes are taught for a minimum of two consecutive class periods per day, five days each school week.

Occupational guidance and counseling is provided by a qualified counselor outside of the laboratory or shop class.

The training of all students enrolled in part-time cooperative training is, with the exception of grade placement, conducted in accordance with policy applicable to all part-time cooperative vocational programs in the State.

A teacher who teaches two or more occupational training laboratory or shop classes or two cooperative occupational training classes is considered to be a full-time teacher.

Students in the laboratory programs are taught individually, in teams or in small groups. They are given the opportunity to progress through all units of the course. Related information necessary to perform the work assignments is taught concurrently with the development of manipulative skills.

Ancillary Services

Teacher Education

During the last two years, a Statewide one-week workshop has been conducted during the summer for teachers of the vocational phase of the CVAE program. The workshop this past summer involved three different categories of CVAE teachers. Approximately 90 new teachers teaching vocational subjects on laboratory basis were involved in three 10 clock-hour sessions on instruction. The sessions for the new teachers by title were (1) Introduction to Teaching CVAE, (2) Organization and Use of Instructional Materials, (3) Shop and Classroom Organization and Management. The experienced teachers were in two 15 clock-hour sessions entitled (1) Behavioral Analysis and Guidance and (2) Implementation of Instructional Material, while the teacher-coordinators of cooperative part-time programs were involved in a 30 clock-hour session in "Cooperative Training Orientation." Over 200 teachers participated in this year's workshop.

Activities which are being considered if funds can be obtained are as follows:

1. A pre-service programs for vocational teachers for students with special learning needs.

2. A State or regional institute for academic teachers who are teaching students enrolled in the vocational program.

3. A study of the prepared instructional materials with revisions as indicated by the study group.

Curriculum Development

Vocational study guides will continue to be developed for persons with special needs. The development of academic courses coordinated with vocational education will also be continued. Also, a guide for teachers in these programs will be written.

Research, Experimental and Developmental Programs

One experimental program is being conducted by an independent school district to determine to what extent vocational education is of benefit to the educable mentally retarded. This project has been approved for a two-year study.

Coordinated Vocational-Academic Education

Coordinated Vocational-Academic Education, (formerly entitled Occupational Training), is the Texas Education Agency Vocational Program designed for students with special learning needs. It is intended for in-school youth possession academic, socio-economic, or other handicaps to such an extent as to prevent them from succeeding in traditional educational endeavors. The program includes a combination of vocational and modified academic instruction that provides a dual educational opportunities of acquiring a saleable vocational skill while also acquiring basic knowledge in the fields of math, science, English and social studies. This dual phase approach enables students enrolled to teach maximum personal development, including employment potential, within their ability in the shortest possible time. This program must be supported by a specialized guidance and counseling program for these students, including psychological and occupational aptitude testing.

Objectives of the Program

1. To provide students with vocational education preparing them for gainful employment in jobs requiring semi-skilled knowledge and training, or through preparation in this progrm, prepare these students to enter regular high school vocational programs.

2. To provide students with an academic curriculum that departs from traditional methods of teaching at a level where they can succeed.

Types of Programs--Coordinated Vocational-Academic Education for persons enrolled in public schools may be conducted in one of two types of programs.

a. Pre-Employment Shop Training and modified Academic Program.
b. Cooperative Part-time Training and modified Academic Program.

Each program differs in standards, methods of operation and qualifications of teachers. For this reason, each will be described separately.

Pre-employment Shop Programs (Vocational Phase)

Objectives--Programs must be designed to prepare students for specific payroll jobs or occupations in a "cluster" of closely related occupations.

Approvable Occupations--The beginning phases of the training program for boys may in relation to a cluster of occupations such as (1) general construction trades, (2) general mechanical trades, of (3) horticulture occupations. The program for girls in the initial stages may be in occupational clusters relating to employment available to women, such as (1) domestic jobs, (2) employment in food service, or (3) in office duplication work. However, these suggestions are not intended to imply that separate programs should be organized for girls and boys, since employment opportunities are available to both in many occupations such as office duplication practices.

Other courses may be added as the need for them is established through recognized occupational surveys and forecasts and approval by the Texas Education Agency as specified in General Policies on Vocational Education contained in the Guide.

Class Schedules--Students are scheduled for shop instruction two consecutive hours (110 minutes) each school day and are enrolled in modified academic and other elective courses during the remaining portion of the school day. A teacher who is teaching two or more laboratory or shop classes or two cooperative classes shall be considered as a full-time teacher. A teacher of laboratory or shop classes may be assigned three classes each day.

High School Credits--Preparatory shop programs are fully accredited high school subjects which carry two units of credit for each year (525 clock-hours) or instruction in grades 9-12. (Texas Education Agency Bullentin 560, revised 1967 page 49, Occupational Training)

Qualifications of Teachers--There are three ways a teacher may qualify to teach Coordinated Vocational-Academic Education pre-employment shop classes.

1. Be a high school graduate with five (5) or more years of recent wage-earning experience in one or more of the instructional areas of the cluster to be taught.

2. Be a college or university graduate with two (2) or more years of recent wage-earning experience in one or more of the instructional areas of the cluster to be taught.

3. Be a provisional certified teacher in the regular division of vocational education related to the cluster to be taught.

Certification of Teachers--After the qualifications of a teacher have been approved by the Director of Coordinated Vocational-Academic Education and the teachers has been employed by a public school, an Emergency Teaching Permit for one year will be issued. A second Emergency Permit may be issued for the second year of teaching, providing the teacher has completed specified teacher training courses completed in residence at a designated teacher training institution or in workshops conducted by the Texas Education Agency. A teacher will be eligible for a Provisional Certificate (with an endorsement in Coordinated Vocational-Academic Education) after completing specified teacher training courses completed in residence at a designated teacher training institution or in workshops conducted by the Texas Education Agency and has taught in the specific field successfully for two years. Before this certificate can be issued, the teachers must also complete the Federal and State Constitutions course which is a statutory requirement for all public school teachers.

Instruction--Instruction is based upon an analysis of the trades of occupations taught and is centered around the performance of useful or productive jobs or operations done by students in accordance with the accepted procedures and standards which prevail in the occupation taught. After the student has gained sufficient skill and knowledge of various operations through laboratory experiences, he should be assigned real or "live" jobs provided by patrons of the school. No charges other than for parts, supplies and materials can be made for such work.

Selection of Students--Students enrolled in grades seven through twelve and who meet the specific eligibility requirements listed on page 11 of this Guide are eligible for entrance into shop classes.

Instructional Materials--The school will need to provide a technical library for the occupations taught. In addition, shop manuals, equipment catalogues, trade journals and a variety of visual aids are needed for effective instruction.

Cooperative Part-time Program (Vocational Phase)

Objectives--In many communities it is not practical to offer pre-employment shop training in many of the occupations offering employment in the community because of the comparatively small numbers of persons employed in each occupation. In such communities, use of the Cooperative Program plan makes possible real trainig for small number of students in several different occupations without necessitating an extensive financial outlay for equipment, tools and matterials in the school plant.

The plan of operation shall conform to requirements for all Cooperative Part-time Training Programs specified in this section of the guide on page 35 except that portion pertaining to grades 11 and 12.

Approvable Occupations--To be approved for Cooperative Education occupation, the occupation being studied must be semi or single-skill type jobs. The occupation must not be an approved occupation in any one of the five other regular vocational programs.

Qualifications and Certification of Teacher-Coordinator--To qualified as teacher-coordinator of Coordinated Vocational-Academic Part-time Cooperative Training, a persons must meet the following requirements:

1. General education: Graduation from a standard college or university.

2. Occupational experience: Two years of experience as a wage-earner in two or more occupations for which training is being offered in the program.

3. Teaching experiences: Two years of teaching experience in the secondary public schools, preferably in the field of industrial education.

4. Professional education: Teacher-coordinators will be required to complete specified teacher training courses in residence at a designated teacher training institution or two summer work-shops conducted by the Texas Education Agency for a Provisional Certificate in Coordinated Vocational-Academic Education within the first three years of teaching. The first summer sessions should be completed before beginning the first year.

Academic Phase Coordinated with Pre-employment Shop or Cooperative Part-time Training Programs

Classroom Instruction--The academic portion of the program must be a modified academic curriculum departing from traditional standards and be taught on an ungraded basis. Language, mathematics, science, and social studies must be adapted to the level and learning ability of the students. Students handicapped in reading ability must be provided remedial reading instruction instead of traditional English. Students of low achievement in mathematics, science, or social studies must be given remedial instruction. Other academic provisions are:

1. Curricula must be flexible and be taught at the achievement level of the student.
2. Remedial work shall be given students in areas of low level achievement parallel with identified ability.
3. Primary emphasis will be on the basic tools of language arts and mathematics. The basic skills taught will be in reading, writing, speaking, listening and arithmetic areas.
4. Academic instruction content will be functional with practical application to occupational training whenever possible.

Specific Student Eligibility Requirements

1. Students must be at least 14 years of age at the time of entry into the Pre-employment Laboratory Shop Program or at least 16 years of age at the time of entry into the Cooperative Part-time Training Program.
2. Students must be one or more years behind academically or one or more years below normal achievement in several academic courses.
3. Students must be able to profit from the program.

General Characteristics of Eligible Students--Eligible students usually have one or more of the following characteristics:

1. Low or under-achievers. They are often handicapped academically because of low scholastic ability and/or lack of educational and cultural advantages. Retarded by one or more grades, they are potential dropouts.

2. Low ability in communication skills. They are at a disadvantage with other students because of low reading ability, lack of verbal fluency, creativity, ability to think abstractly, capacity for deferred gratification, short attention span, and slowness of learning.

3. Irregular in attendance, frequently tardy and disinterested in school. They feel that they are second-class citizens at school and as a result do not like school, believe they cannot learn, and feel their teachers neither accept nor understand them.

4. Have no personal goal, lack a sense of purpose, lack self-confidence, and often develop negative self-image. Because there is lack of opportunity for them at home or in the immediate neighborhood to become acquainted with a way of life different from their own or with persons in occupations of a higher status than those with whom they associate, they may not be motivated to attend school or to want something better. Standards of the family and neighborhood may discourage them from aspiring to a higher level of achievement or way of life.

5. Normal or above normal in potential ability to achieve satisfactorily in school but have failed courses for various reasons such as dislike of teachers and school, improper attitudes, poor study habits, laziness, poor reading ability, or have been enrolled in courses without adequate guidance and counseling.

6. Are members of families of low income or long-time recipients of welfare payment, or other subsistence. Often children from these families lack money for adequate clothing, food or for participating in school activities requiring incidential expenses. These conditions contribute to feelings of insecurity and hopelessness, resulting in under-achievement in school.

Facilities--The operating school has the responsibility of providing adequate shop space, auxiliary rooms, equipment and supplies for each instructional program. The shop area must be sufficiently large enough to permit a comfortable and safe work area round each item of machinery or equipment. For effective instruction and supervision, no more than fifteen students should be enrolled in any one shop class. Information related to the occupation is taught with shop instruction and no separate classroom is required. An area within the shop where students may assemble for group instruction, demonstrations and other activities is required.

The shop building itself should be located on the school campus, though not necessarily attached to the main building. It should be comparable to other buildings in design and construction.

Hazardous machines must be equipped with guards. Safety aisles or areas should be clearly indicated and fire extinguishers, first-aid kits and other protective devices must be readily available.

An organized system is required for housing and issuing necessary tools, small parts and supplies to pupils.

Equipment, Tools and Supplies--Items of equipment, tools and supplies must be comparable in type, size and quality to those used in commerical establishments. It is the school's obligation to keep equipment up to date and in a state of good repair. The teacher should maintain an inventory of all equipment and should submit a list of needed equipment and supplies to the administrator at the end of each term.

Qualifications and Certification of Teachers--All counselors and teacherswill be chosen because they have a deep desire to help students having academic, socio-economic or other handicaps.

In Coordinated Vocational-Academic Education, as in all other innovative educational programs, the ultimate question is always "Yes, but does it work?" Evidently, superintendents, principals, and other educators must think so. The demands throughout the State for new and additional units continue to far exceed the Texas Education Agency's present finanical and management structure set up to administer the program. After mid-term last year a questionnaire was mailed to school systems operating Coordinated Vocational-Academic Education Programs. This questionnaire was designed to determine the success of the program as well as to collect comparable information on students' scholastic and behavioral attitudes prior to and after enrolling in Coordinated Vocational-Academic Education.

Results from this questionnaire show 60 school districts reporting on 3,162 students who entered the program for the first time starting in September of 1967. There was a 24% decrease in absenteeism. Many schools mentioned this figure might have been higher if Hurricane Beulah and a flu epidenic had not occurred during the semester used as the test semester. There was a 63% decrease in suspensions and a 55% decrease in referrals to the principal's office for disciplinary reasons. Teachers are strongly encouraged to teach at a level where students can succeed in all phases of the program and as a result, there was a 79% decrease in failures. Amazingly, out of this 3,162 students, 189 had returned to school after dropping out to enroll on Coordinated Vocational-Academic Education.

COORDINATED VOCATIONAL-ACADEMIC EDUCATION
TRAINING CLUSTERS

APPAREL SERVICE

Instructional Areas

- Constructing Apparel
- Laundering Apparel
- Pressing Apparel
- Repairing Apparel
- Altering Apparel
- Attending Wardrobe and Dressing Areas

BUILDING MAINTENANCE OCCUPATIONS

Instructional Areas

- Carpentry
- Plumbing
- Electrical Wiring
- Masonry
- Painting
- Flooring
- Glazing
- Pest Controlling

COMMERCIAL DISPLAY & DECORATION

Instructional Areas

- Sign Painting
- Show Card Lettering
- Floral Arranging
- Show Card Illustrating
- Preparation of Display Props

CONSTRUCTION TRADES, GENERAL

Instructional Areas

- Carpentry
- Masonry
- Cement Finishing
- Electrical Wiring
- Painting
- Plumbing

FOOD SERVICE

Instructional Areas

- Preparing Food
- Storing Food
- Serving Food
- Cleaning Food Service Areas

FURNISHINGS SERVICE

Instructional Areas

- Constructing Furnishings
- Laundering Furnishings
- Pressing Furnishings
- Repairing Furnishings
- Altering Furnishings
- Storing Furnishings

GENERAL FARM & RANCH MECHANICAL REPAIR

Instructional Areas

- Welding
- Woodworking Construction
- Fencing, Metal Work
- Minor Farm and Ranch Equipment Maintenance & Repair
- Small Electrical Appliance Maintenance & Repair

HOMEMAKER'S ASSISTANT

Instructional Areas

- Cleaning, General
- Laundering, General
- Caring for the sick in the home
- Preparing food in the home
- Serving Food in the home
- Caring for children in the home
- Handling emergencies and meeting people outside family
- Interior Decorating, General

COORDINATED VOCATIONAL-ACADEMIC EDUCATION
TRAINING CLUSTERS

HORTICULTURAL RELATED OCCUPATIONS, GENERAL

Instructional Areas

- Greenhouse Worker
- Landscaping
- Garden Center Worker
- Groundskeeping
- Nursery Worker

LITHO RELATED OCCUPATIONS

Instructional Areas

- Introduction to Course
- Copy Preparation
- Master and Plate Preparation
- Lithographic Processes
- Bindery and Related Mailroom Processes

LODGING AND RELATED SERVICE

Instructional Areas

- Housekeeping, Hotel and Institution Aide, General
- Assisting in Personal Services, Hotel and Institutions
- Replenishing Linens and Assisting with Linen Room Services
- Rendering Room Service
- Attending Check Room, Locker Room, and Rest Room
- Laundering Linens

MARINE REPAIR, GENERAL

Instructional Areas

- Engine Repair (limited 2 & 4 cycle)
- Engine Installation
- Transmission of Power (mechanical)
- Welding (arc & acetylene)
- Marine Carpentry
- Marine Painting
- Repair of Auxiliaries (limited)

MECHANICAL REPAIR, GENERAL

Instructional Areas

- Small Engine Maintenance
- Welding
- Minor Automotive Maintenance
- Small Appliance Maintenance

METAL TRADES

Instructional Areas

- Welding
- Bench Metalworking
- Sheetmetal Fabricating
- Ornamental Ironworking

MISCELLANEOUS PERSONAL SERVICE

Instructional Areas

- Caring for Children
- Serving Food
- Housekeeping
- Laundering
- Aiding in Health
- Caring for Elderly Persons

OFFICE DUPLICATION PRACTICES

Instructional Areas

- Introduction to Course
- Stencil Duplicating Processes
- Direct Processes
- Offset Processes
- Embossing Processes
- Finishing Processes

Teacher Education

The Second Annual Workshop for Texas Coordinated Vocational-Academic Education was conducted in Brownwood, Texas, July 29 to August 2, 1968. The registration for this one-week workshop was 250 with representation from all over the State of Texas. Six courses were actually taught in the following areas:

Introduction to Teaching C.V.A.E.
Organization and Use of Instructional Materials
Shop and Classroom Organization and Management
Behaviorial Analysis and Guidance
Implementation of Instructional Materials
Orientation to Cooperative Training

Instructors were provided from the staff of specialists of the Texas Education Agency. Mr. Elmer Schick, Program Officer for Vocational-Technical Education, U.S. Office of Education, Region VII, Dallas Texas assisted in coordinating the Workshop and delivered the keynote speech.

The report of the Workshop was published in seven units and distributed throughout the State for special needs programs.

UTAH

Introduction

Many new special programs were developed and implemented for persons with special needs in the present and past school years. In addition, some persons with special needs have, and will be involved in regular vocational education programs.

Program Development

Since February of 1968, several innovations have been developed as follows:

A new approach to help solve the problem of high school drop outs was initiated in April of 1968. Seventeen teachers from the eight largest school districts in the state of Utah were involved in a workshop directed at working with persons with special needs. They were employed during the summer months to work with drop-out students on individual and group basis. The emphasis of this program was to place each student on a job commensurate with his desires and to stimulate him towards continuous schooling in a cooperative work experince program. Approximately 250 students were involved in this project.

Two school districts located in a close proximity of the Thiokol-Clearfield Job Corps were involved in a special program for students with special needs. The program was designed so that the student could receive his general education at his respective high school during one half of the day, during the rest of the day he was transferred to the Job Corps Center for group counseling, and vocational training. A close relationship was developed between school and the center. Colored slides and narration are available on request concerning the creation and operation of this program.

Various approaches have been designed to provide a different school environment for those students who were involved in the special summer program.

A special school has been organized in the Salt Lake School District for students who have dropped out of the regular high school program. The approach and philosophy of this school is to provide a general education for one half of the day and a work experience for the remainder of the day.

Occupational Areas

Since vocational agriculture is an elective course, there have been many enrollees with special needs. Separate classes have been organized, but some students with special needs have been given special attention in job placement and follow-up. Off-farm work experience has been matched up with special interest and abilities.

In marketing and distributive education, two hundred were enrolled in classes for persons with special needs. Seven secondary schools in the State of Utah participated in this program and two special adult programs were conducted. Increased efforts will be made to secure industry's support of work-study programs involving special education students. This may result in slightly increased teacher requirements. In addition, the possibility of establishing workshops manned by special education personnel to do piece, part, or subcontract work will be investigated. If established, this program will also tend to increase the number of instructors required.

Training of persons with special needs as companions for the elderly and homemaker-health aids will receive continued attention. An increase in training for service occupations for eleventh and twelfth grade is planned.

Inter Agency Cooperation

Many outside agencies have been involved in this special program devised by the Utah State Board of Education. Some examples of the cooperation are as follows:

Vocational education Title I, Elementary and Secondary Education moneys were used cooperatively to sponsor the education and development of teachers for the summer projects.

Personnel from Vocational Rehabilitation, Clearfield Job Corps, Special Education, Utah State Employment Department, Utah State Welfare Department, and the Salt Lake County Detention Home, were used in the education of teachers with special needs students.

A cooperative program for high school drop-outs has been developed between the Utah State Department of Education and the Thiokol-Clearfield Job Corps.

A new program was developed cooperatively with a Man-Power Development Training Agency for persons placed in the Utah State Prison. In this program, inmates of the prison are given instruction in six different vocational skills.

Teacher Education Activities

Three special work shops were conducted for teachers of students with special needs. One was a 30-hour workshop involving various community personnel. Another was a one-week workshop conducted at the Utah State University, and the last was a 50-hour, in-service workshop conducted during the summer of the school year, 1968.

Research

Significant research studies are being conducted to determine the significance of the four special programs described in the paragraph on program development. The research data will be available some time in March of 1969.

With the help of the Vocational Education Act of 1968, many programs are being planned for persons with special needs in the future years.

VERMONT

Introduction

The estimated expenditures for Vocational Education for persons with special needs in Vermont for FY 1969 are $10,000. Total estimated expenitures for Vocational Education are $8,392,000 including $741,000 Federal, $6,083,000 State, and $1,567 local funds. Program priorities to expand Vocational Education for persons with special needs include the addition of two instructors to teach persons with special needs at the North County Union High School at Newport. Other vocational instructors may offer special courses designed for persons with special needs as the occasion arises.

Occupational Areas

Programs for slow learners may be provided to include diversified occupational training at the maintenance-custodial level, foods product and processing, ornamental horticulture, gainful home economics areas such as hotel-motel aides, salad girls, pressers, etc. An ungraded occupational training program in special education will be offered at one school.

Personnel

Vocational education for persons with special needs is supervised on a part-time basis by the State Supervisor for Trade and Industrial Education.

Demographic Data

Unemployment

Projected labor force in the State, 1970	177,000
Unemployment in the State, 1967	7,000
Unemployment rate for the State, 1967	3.9

Population and Labor Force Projections

1. 1960-1970 percent change	
Total population	13.8
non-white	--
Total labor force	20.4
non-white	--

2. 1970-1980 percent change

Total population	14.5
non white	--
Total labor force	16.9
non-white	--

State Population

Estimated resident population, 1966	411,000
Estimated non-white population, 1960-65	-----

Migration to and from the State

Projected net migration 1965-1985	11,000
Net migration rate	1.6

Educational Attainment (1960 census)

Adults over 25 year old	213,000	
Adult with less than 5 years school completed	8,100	3.8%
Adult with less than 8 years school completed	31,000	14.6%
Non-white Adults over 25 years old	less than 500	

VIRGINIA

Occupational Areas

Agriculture

During the past year, teachers of agriculture taught 426 students with special needs in 32 separate classes in 26 high schools. Emphasis in this area was primarily in general mechanics and off-farm occupations related to agriculture, particularly for those students whose needs were not being met by present school offerings. These classes were taught by regular teachers of agriculture as separate groups. Many other students with special needs not specifically reported were enrolled in the regular agricultural education and general mechanics programs.

Distributive Education

Four years ago one metropolitan school division began offering a Distributive Education course "Education for Employment" for potential dropouts. This school year, 1968-69, the classes have been expanded to include three school divisions with special needs classes being offered in three junior high schools and three senior high schools.

Home Economics

The number of persons being reached in home economics classes designed for persons with special needs shows an increase of persons being reached this year over last year.

Curriculum material has been developed, distributed and is being used by home economics teachers as a basis for instruction for these persons so identified. Both high school pupils and adults are being reached as the figures indicate.

Field supervisors are holding group meetings of teachers who are engaged in teaching persons with special needs. The purpose of these meetings is to help the teachers to provide effective instruction for this group of persons. Too, assistance is given teachers in reconizing characteristics and needs of this group.

Trade and Industry

In the activities mentioned in February, 1968, approximately 45 programs in trade and industry will be conducted for persons with special needs instead of the 26 mentioned. Air-Conditionong-and-Refrigeration and Certified Laboratory Assistants should not have been mentioned as these programs are not suitable for persons with special needs. The majority of programs for special needs continues to be in the areas of building trades cluster, maintenance and repair, food trades and nursing aides.

Office Education

Office Education reimburses on the salaries of teachers at the Woodrow Wilson Rehabilitation Center. This is a post-high school program in the field of Office Education. The program employs five business teachers and has enrolled upon request to students who are deaf and blind.

Special emphasis has been given to assisting teachers in securing teaching materials designed for persons with certain physical or mental handicaps not requiring the services of special education. Supervisors have been giving attention to this problem since such materials are very limited and hard to locate. This has been brought to the attention of some publishers.

Currently a survey is being made in all the major employment areas in Virginia to locate job opportunities for disadvantaged persons who are properly trained. We are in the second year of a pilot clerk-typist program for disadvantaged youth and in the second year of participation in an experimental program on orientation to the world of work for potential dropouts. Outlined programs for youth with special needs in the new state publication. "Suggested New Curriculum Patterns for Office Occupations Education" was sent to all school divisions. One other school has a specific program for disadvantaged youth.

Distributive Education programs to prepare persons with special needs for employment in distributive occupations are constantly being expanded and improved. Total enrollment in the "Education for Employment" course which is being offered in three junior high schools increased to 75 students this year. A three-year follow-up study of the course showed that 68% of the students enrolled remained in school and graduated. Of this number, 41% have enrolled in the regular DE high school program for one or more years. One young man who graduated this year received a college scholarship offered by a large food chain in the state.

In two school divisions two DE coordinators conducted 10-hour pre-employment classes in cooperation with the National Community Corps; two classes were offered with an enrollment of 192 youths. In two school divisions where the DE cooperative program is offered as a part of the regular DE school, it was noted that guidance counselors referred an increasing number of school dropouts to these classes this past year.

Distributive Education adult classes for persons with special needs were expanded from 13 classes with enrollments of 332 last year to 28 classes with enrollments of 3,130 in fiscal 1968.

Emphasis is being increased on helping disadvantaged persons with both training for the world or work in fields using home economics knowledge and skills. Instruction is given in self-improvement, introduction to the world of work, personal and family management, creation of positive attitudes toward self and others, development of skills needed for obtaining and succeeding on a job, basic skills necessary for maintaining a home and the like. Much emphasis is placed on helping the enrollees build their self-respect and a feeling of personal worth. Many need the feeling of achievement. This is a prime consideration in planning their educational programs.

Cooperation with Other Agencies

One program enrolling 20 youths in agricultural machinery service was conducted very successfully in cooperation with Title I Elementary and Secondary Education Act. This program was recently cited in a national release.

We continue to advise the Manpower Development and Training service on programs for office occupations. There are three programs sponsored through Title I to which we give assistance in program planning.

A summer project co-sponsored with the Richmond Chamber of Commerce, entitled "Richmond Summer Employment" was carried out in Richmond for approximately 1,250 disadvantaged youth aged 15 to 18 from poverty areas in the city. This was a 10-week program combining during each week one day in an educational program, one day in a recreational program and one day in employment. The educational program was conducted by the Distributive Education staff of the City of Richmond and offered each student 80 hours of instruction involving a combination of classwork, laboratory experiences, and field trips. The emphasis was placed on personal development and employability.

One of the attachments refers to cooperative work in home economics with vocational rehabilitation.

Most of these other agencies have their own funds applicable to persons with special needs. This means that there is some overlapping of programs, each agency conducting their own programs without too much inter-relationship involving the other agencies.

Personnel Changes

One staff member in agricultural education devotes a portion of his time to coordinating programs for persons with special needs in this occupational area. He has attended special conferences and seminars. Under his leadership a workshop group meeting dealing with programs for students with special needs was held for teachers of agriculture for two half day sessions during the Annual Teachers Conference. A special in-service course for agricultural teachers who are conducting these programs is being planned for next summer.

Employed an additional state supervisor in Office Education with specific responsibilities for youth with special needs August 1, 1968.

The expansion and demand for the DE "Education for Employment" class has necessitated the employment of 5 additional teachers plus the involvement of 2 regular Distributive Education Teacher-Coordinators in this program on a part-time basis.

More teachers are needed who are genuinely interested in assisting and helping this group of persons. Because of their unique qualifications, an increasing number of home economics teachers are being transferred by their divisions from home economics to such fields as special educational and guidance. This is posing a problem in securing and keeping enough home economics teachers with qualifications needed to work with persons with special needs.

Teacher Education Activities

A workshop on programs for youth with special needs in Office Education was held at Virginia State College, Petersburg, with about 20 persons attending. This year the state supervisor will follow-up participants in this program to see about establishing programs for youth with special needs.

In August of 1968 the Distributive Education Service of the State Department of Education sponsored a two-day workshop for teachers; local supervisors and school administrators for the following purposes:

(1) To identify the contribution which Distributive Education can make in serving disadvantaged youth.

(2) To review and refine instructional objectives, content, and the techniques for evaluating desired learning outcomes.

(3) To plan effective methods, student projects and other learning experiences for teaching DE special needs courses vocationally.

(4) To review available resource material for special needs courses and to develop teaching plans for certain topics.

(5) To discuss special techniques for teaching disadvantaged youth.

(6) To plan ways of working with management on the employment of disadvantaged youth.

A one-day follow-up workshop was held in November to provide teachers of the courses an opportunity to share problems and exchange ideas on teaching materials, guidance, discipline and classroom methods.

An effort was made at a summer workshop, 1968, to assist teachers to increase their understanding of their work with persons with special needs. Attention was given to identification of persons with special needs including both youth and adults. Approximately 60 high school home economics teachers and supervisors were present and worked for one week with some of the time being devoted to work with teachers engaged in teaching the employment phase of home economics.

Several localities have held in-service training activities for their teachers involved in Special Needs programs in Industrial Education. In our supervisory conferences more emphasis has been placed upon understanding and developing programs for students with special needs.

Work Done in Correctional Institutions

For a number of years the agricultural education service has cooperated with the Federal Reformatory at Petersburg, Virginia in planning and approving training programs in agricultural occupations.

We advised with the Vocational Rehabilitation and the Virginia Penal System authorities on a clerk-typist program for the Bon Air School for Girls and advised with the Penal System Authority about a clerical program at the Goochland Farm for Women.

The Industrial Education Service has worked cooperatively with the Department of Welfare and Institutions in connection with their industrial education programs in correctional institutions. Recently these programs have been expanded in existing institutions and several additional institutions have been established. We have continued to offer assistance in developing course outlines, awarding certificates of completion, etc.

Special Needs Enrollment Data

The current enrollment data show an increase over earlier reported figures.

Agriculture	425
Distribution	1,613
Health	29
Home Economics	2,151
Office	124
Technical	--
Trades & Industry	1,357
TOTAL	5,699

Distribution also shows 3,130 additional special persons enrolled in adult classes.

Research

We have not completed any research in the area of special needs.

Plans for the Future

Office Education is in the midst of planning a program for youth with special needs called "Clerical Service," using a model office.

Home Economics teachers and supervisors will be engaged in improving instruction for persons with special needs in the following ways:

Two workshops for the State are planned for the summer of 1969 and additional group meetings of teachers will be held.

Additional curriculum materials will be developed and the present materials revised.

Attention will be devoted at the annual State-wide Home Economics Teachers Conference to be held in August 1969, to working with persons with special needs.

Supervisors will continue to work with administrators, guidance directors, and others in encouraging the placement of persons with special needs who may be expected to profit from home economics instruction to be enrolled in such courses.

Plans for FY 1969 in trade and industrial education include our continuing to encourage localities to establish more programs for the disadvantaged and for persons with special needs.

All of the vocational services will participate in a Statewide Vocational Guidance Institute to be held in June, 1969.

WASHINGTON

Introduction

More and more emphasis is being given to the development of vocational programs for persons with special needs.

Throughout the State of Washington, there is a high level of interest, particularly in the high schools, to provide more curriculum offerings for students who are potential dropouts, or students who have no discernible commitment to either an occupational goal or education through the high school. Thought is being given to the possibility assisting a number of such districts with the establishment of remedial programs for the disadvantaged.

A critical part of the concern for people with special needs involves minority groups. Much activity will be concentrated on this phase, particularly in urban centers such as Seattle and Tacoma. In Central Washington an additional dimension is needed for Spanish-speaking minorities who have language and cultural problems as a beginning point. It should not be overlooked, however, that on an individual basis, taking care of people with special needs in an on-going program has been a part of the traditional activity for sometime. In this instance, an individual is given assistance and as soon as appropriate he will be placed in an ongoing program where he can profit from the instruction. These instances tend to lose their identity and are difficult to tally when it is necessary to indicate statistically how many people with special needs have been assisted. The traditional technical institute or area vocational school program makes efforts to take care of people with special needs. The newer program development in the immediate future will include much more attention to helping individuals and groups to improve their educational base so they can profit from ongoing vocational programs.

The estimated expenditures for persons with special needs for Washington in FY 1969 is $74,000 in Federal funds. The estimate of total expenditures for vocational education purposes under all vocational education Acts for FY 1969 in Washington is $15,435,000 of which $3,742,000 is Federal, $5, 673,000 is State and $6,038,000 is local funds. It is the intent in FY 1969 to focus on those high school students who tend to remain uncommitted to an educational objective at present. This will be a major part of the program and represents the highest priority of attention.

Occupational Areas

Home Economics

Nine programs are to be operated in FY 1968, with seven of these for Home Economics for gainful employment for persons with special needs. Food service worker, clothing alterer, child care aide, retirement home aide and homemaker's assistance courses will be offered, and others as the occasion demands.

Office Occupations

Six programs were operated in office occupations for persons with special needs. Business and office occupation fields anticipate a growth of 30% or more during FY 1969. One hundred to one hundred fifty new teachers will be needed. Data processing, business machines, duplication equipment operation, and general clerical courses will be offered.

Technical Education

Two programs were in operation in FY 1969 for persons with special needs.

Trades and Industry

Four programs will be in operation in FY 1969 for persons with special needs in Trades and Industry. New curriculum designs with the job family of job cluster approach are emphasized.

Distributive

A growth of 30% or more is expected in enrollments in Distributive Education for FY 1969. Preparatory programs in sales and distribution fields are now offered. Agri-distributive courses are being developed.

Agriculture

A growth in enrollments is anticipated in FY 1969, principally in off-farm related occupational. Ornamental horticulture, floriculture, turf management courses are now offered.

A Handbook for Supervisors of the Disadvantaged was developed and published by the Coordinating Council for Occupational Education, Division of Distributive Education under the leadership of James L. Blue, State Supervisor. While this was done primarily for Distributive Education, the principles outlined serve well with all disciplines dealing with the disadvantaged. After a brief treatment of the nature of the disadvantaged segment of society, there is excellent treatment of the essential topics of concern to supervisors of the disadvantaged. This included orientation training, motivation, communication, handling grievances, building and maintaining good morale, taking disciplinary action and problem solving. There are excellent references which are useful for supervisors and teachers of the disadvantaged. There is also an excellent Teachers Guide which accompanies the Workbook.

This handbook has had wide distribution and use throughout the State of Washington and has been effective in in-service training for supervisors of Distributive Education and in other disciplines. About 650 supervisors in the State have been or are being trained under this program, with anticipated completion of training of 400 additionally before the end of fiscal year 1969.

WEST VIRGINIA

Introduction

There has been increased emphasis on developing programs for persons with special needs in West Virginia.

A special task force was formed to study the problems inherent in developing programs for persons with special needs. The task force developed guidelines for implementing special needs programs. This document is presently being re-written and will be published in the near future. The task force was composed of State Staff members, one member from each of the various service areas.

Several programs have been discontinued due to a lack of qualified teachers. Programs in Production Agriculture were closed at Richwood District, Crum, and Ripley. Also Purpose 4 programs for adults were discontinued in Consumer Economics for welfare recipients.

Occupational Areas

A vocational center was established at Hinton to serve economically deprived students in Summers County. The occupational offerings were Building Trades and Stenographic and Related Occupations. The center is serving students from three different high schools in this economically depressed region.

Jackson County has initiated two Building Trades programs for academically handicapped students. Occupational cluster programs were initiated in Putnam, Wood, and Marshall Counties. These programs are designed for the academically handicapped. The cluster programs have a dual purpose to provide semiskilled training and/or provide entrance into a regular vocational program. These programs expose the students to several areas within an occupational cluster in the earlier segment of the program with the student and instructor later selecting an area for the student to specialize in for the remainder of the program.

Cooperation with other agencies

The Fairfield Center has continued developing and revising curriculum.

This center is a cooperative effort of Vocational Education, Special Education, and Vocational Rehabilitation. Offerings in this school include Printing, Quantity Foods Preparation, and Housekeeping Aide.

A program in Auto Servicing and a program in Housekeeping Aide have been initiated at the McDowell County Vocational-Technical Center. Special education students will be enrolled in this program. An activity-centered curriculum is being used to make the academics more relevant through practical application. Planning is under way to add to this program a rehabilitation counselor to aid in placement of the special education students in a cooperative work program.

Enrollment

Service	Programs FY-1969	Enrollment FY-68	Enrollment FY-69
Agriculture	Production Agriculture	47	14
Business and Office	Stenographic and Related Occupations	11	32
Home Economics	Housekeeping Aide Quantity Foods Clothing	397	248
Vocational Industrial	Auto Servicing Woods Cluster Metals Cluster Construction Cluster Building Maintenance Printing	186	405
Total Special Needs Enrollment		641	699

Projected Plans for Special Needs Programs

New proposed vocational centers are planning programs for persons with special needs. They are:

Brooke County	2 Occupational Shops
Braxton County	Building Maintenance Occupational Shop
Harrison County	Electical Cluster
Kanawha County	Cooperative Program
Fayette County	Typing and Related Occupations
Roane County	Typing and Related Occupations
McDowell County	Typing and Related Occupations
Counties Not Identified	5 programs - Production Agriculture

The McDowell County Vocational-Technical Center is planning to expand their Purpose 4 offerings with a Building Construction Cluster program. This will also be in cooperation with Special Education.

Programs for the Romney School for the Deaf and Blind are being planned and should be initiated in FY 1970.

The West Virginia State Plan is being re-written and will contain more specific guidelines for Purpose 4 with specific emphasis on the 1968 amendments.

WISCONSIN

Introduction

Progress in Vocational, Technical and Adult Education Organization

Reorganization of Wisconsin's system of vocational, technical and adult education into 18 area districts has been unexpectedly rapid, allowing implementation of the new plan to be the keystone of the state's program activities for fiscal 1969. The Federal Vocational Education Act of 1963 and Wisconsin's Chapter 262, Laws of 1965, resulted in development of an 18-district plan for vocational, technical and adult education in the state in order to make these types of education available to all the people in all areas of the state by July 1, 1970.

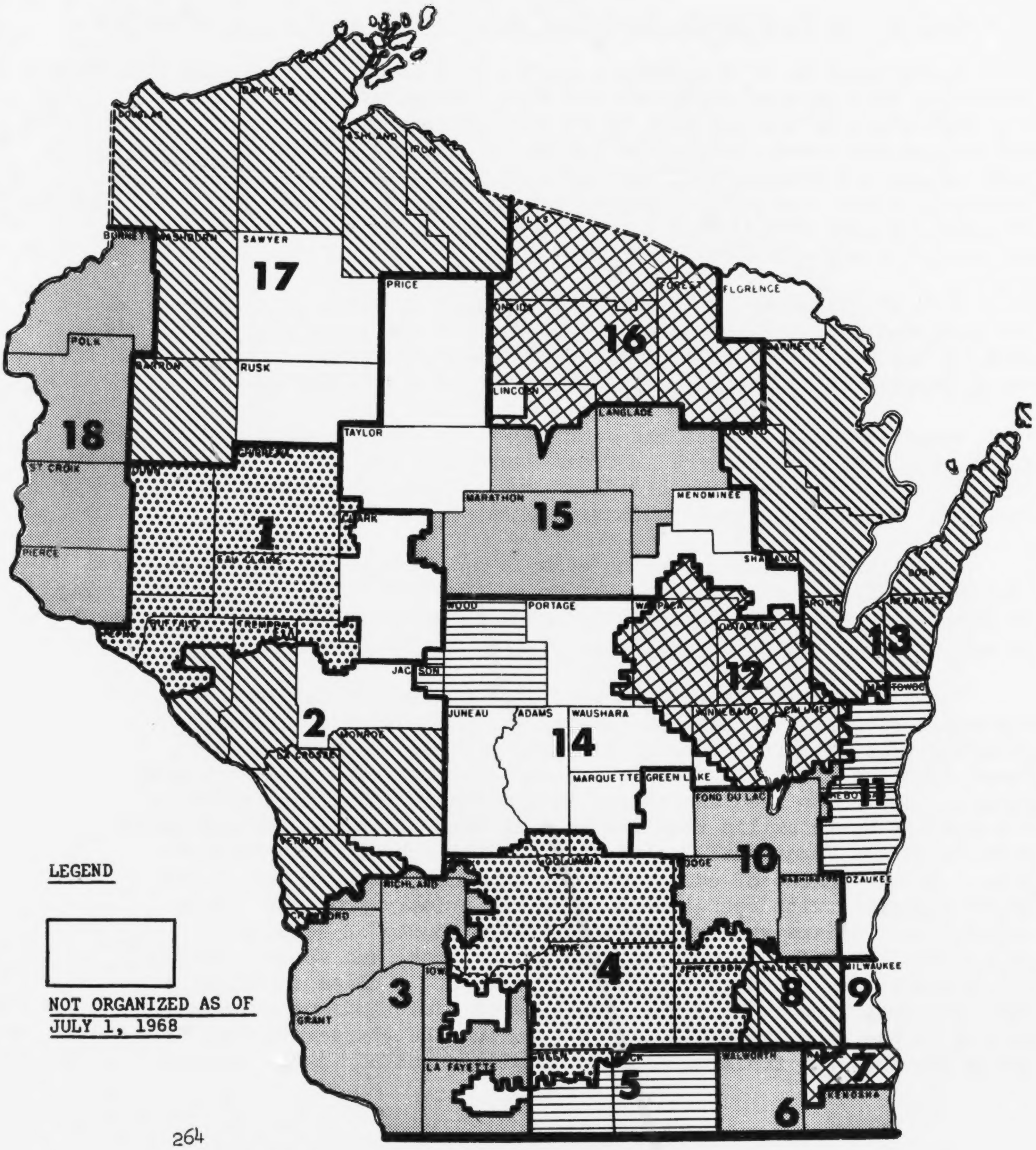
With 17 districts in operation after July 1, 1968, as indicated on the attached map, two-thirds of the population and three-quarters of the area of the state were in area districts, with the remaining population being largely in Milwaukee County outside of the the City of Milwaukee.

Immediate local impact has been two-fold; adult evening school were established in large numbers in areas where they had not been available before and the tax base was broadened with a view of providing strong financial support for comprehensive programs.

Establishment of the evening schools and similar activities of local impact came first, with implementation of the more basic programs following as facilities and students could be brought together. Further development in all areas is the prime challenge of 1969 and the years ahead.

Youth and adults in need of special educational training served in Wisconsin in day and evening programs under a purposely flexible time pattern. Through the years, these individuals have found that the Wisconsin schools are most receptive to their training needs. Adults who need assistance in reading, writing, and arithmetic and the basic skills required to make them trainable and employable have found the Vocational Technical and adult school ready to serve them. Establishment of education programs has continued to receive major emphasis, with recruitment being the primary problem. Adult classes for Indians who are residents of the county of Menominee were established in bookkeeping, typing, English, and speech, furniture renovating and draperies and slipcovers. A class in homemaking was also organized. While small numbers of adult Indians have been served in the past, it was found that taking the classes to them in their own area was fruitful since 50 adults enrolled in the classes.

WISCONSIN BOARD OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION
MADISON, WISCONSIN
C. L. GREIBER, DIRECTOR


DOUGLAS
BAYFIELD
ASHLAND
IRON
VILAS
BURNETT
WASHBURN
SAWYER
17
PRICE
ONEIDA
FOREST
FLORENCE
16
POLK
BARRON
RUSK
MARINETTE
LINCOLN
18
TAYLOR
LANGLADE
OCONTO
ST CROIX
DUNN
CHIPPEWA
MARATHON
15
MENOMINEE
1
CLARK
PIERCE
EAU CLAIRE
SHAWANO
WOOD
PORTAGE
WAUPACA
BROWN
KEWAUNEE
DOOR
BUFFALO
TREMPEALEAU
OUTAGAMIE
13
JACKSON
12
MANITOWOC
2
JUNEAU
ADAMS
WAUSHARA
14
WINNEBAGO
CALUMET
LA CROSSE
MONROE
MARQUETTE
GREEN LAKE
SHEBOYGAN
11
FOND DU LAC
VERNON
COLUMBIA
10
DODGE
WASHINGTON
OZAUKEE
LEGEND
RICHLAND
CRAWFORD
SAUK
DANE
4
JEFFERSON
WAUKESHA
8
MILWAUKEE
9
3
IOWA
GRANT
NOT ORGANIZED AS OF JULY 1, 1968
LA FAYETTE
GREEN
ROCK
5
WALWORTH
RACINE
7
KENOSHA
6

WISCONSIN VOCATIONAL, TECHNICAL AND ADULT EDUCATION DISTRICTS
APPROVED FOR OPERATION JULY 1, 1968

A recent study indicated that minority groups such as the Indians in the Rhinelander, Antigo, Green Bay and Lac Court Oreilles areas are being served in the adult basic education program. In Millwaukee the program serves Negroes, Puerto Ricans, and Mexicans. Kenosha and Stevens Point Vocational Technical and Adult Schools have Adult Basic Education classes for migratory workers from Texas.

Vocational Education Activities for Handicapped Students: with Physical or Mental Handicaps not Requiring the Services of Special Education which have been initiated since February, 1968, is difficult to ascertain. A large number of students enroll in regular vocational, technical and adult schools without wishing to be identified as "Disadvantaged" of "Handicapped."

New Programs or Changes for 1968-69, Occupational Areas

The WBVTAE is cooperating with the state's correctional institution vocational education programs by providing curriculum supervision services and teacher certification, on a request basis. One vocational school is providing remedial reading courses to inmates at a local correctional institution.

Many local districts and local schools have designed special courses to assist older persons prepare for retirement by learning new skills in fields of interest to them.

Migrant workers are receiving adult basic education through several Wisconsin vocational education districts, as do high school dropouts who are invited to seek their level and area of interest under an open door policy.

Adult Basic Education is expanding its programs to serve the unemployed, public assistance recipients, Negroes, Spanish-speaking Americans, Indians, and Non-English speaking adults.

In the area of general education, many schools are developing adult high school diploma programs.

A 16-week occupational therapist aide seminar is being instituted at Oshkosh (District 12). A truck driver school is also scheduled at Oshkosh.

An innovative area is in the development of statewide plan for safety education and accident prevention education through schools of vocational, technical and adult education.

Another innovative project has been training of water and sewer plant operators for certification under a new Wisconsin law that requires all such operators to be certified by January 1, 1970.

Additional full-time instructional programs at a variety of levels include: Health Occupations - Inhalation Therapy (Milwaukee), Chauffeur Truck Driver (Oshkosh), Police Science (Madison), Aeronautics - Pilot Training (Kenosha), Aviation - Mid Management (Kenosha), Upholstery and Auto Trim (Racine), Gas and Oil Burner Service (Manitowoc), Farm Machinery Partsman (Wausau), Fashion Merchandising, Credit, Banking, and Finance, Food Merchandising, General Sales - Merchandising, Insurance, Industrial Sales, Transporation and Distribution, Medical Assistant.

New instructional programs offered for the first time in a new locality in the State or to be expanded in fiscal year 1969 include: Licensed Practical Nurse, Child Day Care Aide, Food Services Assistant, Food Services Supervisor, Business Machines, Secretarial Science - Legal, Secretarial Science - Medical, Clerk Typist, Fire Science, Police Science, Auto Body, Automotive Mechanics, Inhalation Therapy, Airframe and Power Plant Mechanics, Electricity, Diesel Mechanic, Drafting, Electronic Servicing, Numerical Control Programming, Machine Tool Operation, Welding, Restaurant-Hotel Cookery, Short Order Cook, Wood Technics, Gunsmithing, Fluid Power Maintenance, Mechanical Design Technology, Power Technology, Diesel and Heavy Equipment Mechanic, Diesel Mechanic, Radio and T.V. Repair, Metal Fabrication, Barbering, Accounting, Marketing, Practical Nursing, Electronics, Data Processing, Industrial Maintenance Mechanic.

Cooperation with Other Agencies

Vocational schools are providing the educational programs for a new Concentrated Employment Program (CEP) for 10 Northwestern Wisconsin counties. Approximately 400 persons from four of the counties and three Indian reservations, including two reservations not in those counties, are expected to take an orientation course, after which about 250 would be given institutional training in basic education, followed by vocational education in machine tool operation, drafting, welding, general office clerical, and auto mechanics. Some students would also be slotted as individual referrals into regular vocational programs and others would receive on-the-job training, with the remainder expected to go directly into employment.

A CEP program is also being developed for the Milwaukee area.

An Opportunities Industrialization Center (OIC)program is also being operated through the Milwaukee Vocational, Technical and Adult School. The program will be available to the entire Milwaukee area, with particular emphasis on the core area concentrating on the Negro and also on the Spanish-American population. The primary purpose is to bring basic educational needs to the people of this area and to stimulate the unmotivated, unconcerned, and frustrated individuals into those desirous of achieving skills so that the umemployed can become employed and the under employed can be employed to their full potential.

An apparent need for training of persons for social welfare services was recognized and currently is under study on a statewide basis by staff of the Wisconsin Board of Vocational Technical and Adult Education. Types and varieties of programs are being studied to determine what is needed, including program and curriculum for the entire spectrum of social welfare education below the baccalaureate level. Locations for pilot projects, qualifications of instructors and selection of students will be activities of WBVTAE during fiscal 1969. Categories of personnel training being considered include community service aide, child care (day or resident), correctional service aide, home assistant aide and case worker aide. A list of some 3,000 job openings in these areas has been identified.

Instances of Cooperation With Other Agencies

The Wisconsin vocational education system maintains cooperative relationships with other agencies too numerous to note. The following is a selected list.

Program or Activity Identification	Cooperating Agencies	Cooperation	
		Our Agency	Other Agency
Home Economics Education	Dept. of Health & Social Services UW & UW Extension Dept. of Public Instruction (DPI)	Develop curriculum & conduct training programs, provide consultative service. Provide feedback for teachers education. Provide funding, correlate programs.	Provide consultative services. Prepare teachers, in-service teachers training. Workshops. Conduct high school programs.
Trade & Industrial Education (including Health)	Wis. State Employment Service Bur. of Apprenticeship+ Training Fed. Aviation Agency Dept. of Natural Resources Wis. State Univs. DPI State Aviation Agencies	Develop & correlate curriculum and instructional programs. In-service training of teachers. Placement of students.	Conduct manpower studies, consultative services, placement of students. Indicate areas of need. Correlate in-service training. Teacher preparation.
Research & Planning	Coordinating Council for Higher Education State Universities WSES Center for Studies in Vocational & Technical Ed. - UW	Stimulate, coordinate, and disseminate research activities. Initiate and conduct studies. Prepare reports.	Lend technical assistance in proposal writing. Conduct studies. Provide labor market information.
Administration and organization & information systems	Bureau of Planning Dept. of Administration	Cooperates in studies. Identify problems. Submit reports.	Studies organizational design, makes recommendations, lends technical assistance in administrative procedures.
Information Dissemination	Educational Resources Informational Center	Develop and maintain library act as input and output for the system.	Catalogues and supplies. Microfiche of documents for dissemination.

Program or Activity Identification	Cooperating Agencies	Cooperation	
		Our Agency	Other Agency
MDTA-OJT	DAT WSES BWTP Training Facilities	1. Related Instruction Contracts 2. Supervision 3. Fiscal Accounting	1. DAT-OJT Contracts 2. WSES - Trainee certification 3. BWTP - Project approval 4. Training Facilities - Training Program Operation (rel. ins.)
MDTA - Institutional	WSES Training Facilities	1. Contract for training program 2. Supervision 3. Fiscal Accounting	1. WSES - Selection, referral, placement 2. Training Facilities - Training program operation
Adult Basic Education	UW & UW Extension Local Ed. Agencies Dept. of Health & Social Services WSES CAP United Migrant Opp. Servs.	Develop curriculum. Instructional material. Recruitment of students, conduct classes. In-service teacher training.	Recruit students, teacher training. Research, consultative services.
Student Financial Aids	Higher Educational Aids Board	Administer the programs, allocate funds to various schools. Local schools determine needs.	Process student applications. Serve as clearing house for all types of higher education student aids.
Agriculture Education	WSES UW DPI WSU - River Falls and Platteville Council of Ag. Co-ops	Develop curriculum materials. Conduct instructional programs. Identify topics for conferences.	Prepare teachers. WSES conducts manpower studies. In-service teacher training. Consultative services. Provide speakers and resource people.
Business & Distributive Education	State Real Estate Commission DPI Dept. of Taxation Dept. of Admin. UW SBA Public Service Comm.	Develop curriculum and programs, conduct seminars and workshops.	Serve as resource people. Serve on Advisory Committees. Lend technical assistance.

Personnel Changes Affecting Persons with Special Needs

The reorganization of Wisconsin's system of vocational, technical and adult education has effected organizational and staff changes which are designed to reach out and provide the opportunity for comprehensive vocational education services to all the people of Wisconsin. Special attention is being given to locating and serving persons with special needs. Vocational education districts have been expanding their staffs and are providing supervisors for expanded Adult Basic Education and General Education.

An innovation is the development of a "field services" concept. The WBVTAE has employed a Field Services Supervisor and the local districts have included, in their districts organization plans, an administrator in charge of field (or extended) services.

Teacher Education Activities

Faculty Involvement in Programs. An increasing number of schools are holding regular "team meetings" involving the faculty of programs for persons with special needs and the staff of other agencies, such as the Wisconsin State Employment Service and Youth Opportunity Center, in order to cope with problems which may arise. Faculty members are involved with advisory committees which help identify educational needs and develop programs. Faculty members are involved with in-service training programs and workshops which have been increasing the emphasis on the problems of serving persons with special needs.

Instructors and supervisors have been attending the "Area Manpower Instructor Development Site" program designed to improve those staff members who serve the "Disadvantaged." To date, 27 staff members from the Wisconsin vocational education system have attended. The AMIDS program is available for teachers of Vocational Education for persons with special needs.

Services to Persons with Special Needs

A. Description

The Wisconsin Board of Vocational and Technical and Adult Education's purpose is, by law, "to equip all of this state's people to find their place in the competitive labor market of today."*

In pursuit of the responsibilities outlined by the statutes, the Wisconsin Board of Vocational, Technical and Adult Education has developed programs in a wide spectrum of occupational areas in order to serve the needs of the "educationally deprived." These have not always been reported as programs for the "disadvantaged." In many instances special programs have served as a means of channeling students into regular vocational programs upon removal of some deficiencies, and enrollments have been considered as regular programs (such as adult elementary and adult high school diploma programs and citizenship classes which have been regular services to persons not segregated according to any particular "disadvantagement.")

The Wisconsin Board of Vocational, Technical and Adult Education recognizes that, due to limitations of funds, not enough programs have been provided for all the "disadvantaged" and anticipates that more in-depth service and commitment will be possible through additional resources.

The following information is based on the available statistical information as well as conservative estimates.

*The Wisconsin vocational education system has developed 18 districts in order to be able to serve all the people of Wisconsin.

B. Enrollments - Past, Present, and Projected

	1966-67	1967-68	1968-69	1969-70	1970-71
*Total VTAE Enrollment	194,484	207,194	219,100	237,000	252,700
Full-Time	16,936	20,283	22,000	24,000	26,000
Part-Time	177,548	186,911	197,100	213,000	226,700
Adult Basic Education	1,563	1,774	2,500	3,000	4,500
(30% Negro, 25% White, 5% American Indian, 1% Oriental, 39% Spanish Speaking & Other)					
16% Completed Beginning Level (1-3)					
18% Completed Intermediate Level (4-6)					
20% Completed Advanced Level (7-8)					
6% Separated for Employment					
6% Separated for Job Training					
10% Separated for Unknown Reasons					
Adults with Less than 8th Grade Attainment	2,046	2,481	3,000	3,800	5,000
Adults with an 8th Through 11th Grade Attainment	36,981	39,597	42,000	46,000	50,000
(Significant Potential for High School Diploma & Equivalency)					
Adult High School Diploma Candidates (Estimates)	1,800	2,000	2,400	3,000	3,500
(Approx. 12% Annually are Awarded Diplomas; 10-15% are From Minority Groups					
English and Citizenship for New Americans	1,319	1,694	1,740	2,100	2,500

	1966-67	1967-68	1968-69	1969-70	1970-71
Manpower Development and Training (70% White, 26% Negro, 4% Other) (9% are age 45 and over) (Est. 70% Completed of which 85% were placed on jobs)	4,237	3,995	3,000	3,100	3,200

*A large number of students enroll in regular vocational, technical and adult schools without wishing to be identified as "disadvantaged." These persons, who are not easily identifiable, have been sufficiently self-motivated to enroll. They have sought and received vocational education at a reasonable cost. (Students enrolled in high schools are not included.)

Welfare Clients (Estimates)	Biennium 1966-68				
Aid to Financially Dependent Children (Mothers)	1,681		800	2,780	3,780
Aid to Financially Dependent Children - Unemployed Fathers	280		1,000	1,000	1,000
	(Under Title 5 EQA)		(Slotted Through WIN Program)		

(Estimate 50% Completed Training and Placed on Jobs)
(Figures unavailable on number of Welfare Clients entering training through normal processes)

Rehabilitation Clients	1,322	1,422	1,500	1,600	1,700
Correctional Clients (Completion and Immediate Job Placement Est. 20%)	911	2,456	(not available)		
Older Citizens (Age 45 & Over) (Age 45 and over is a criterion of disadvantagement by Federal definition) (Estimate 25% of total VTAE Enrollment)					
				(Approximately)	
Special Outreach Program				550	1,100

C. Statement of Costs

	*Costs 1967-68	*Budgeted 1968-69
*Total VTAE Program Costs	$12,486,500	$15,057,800

Adults with Special Needs

Student Financial Aids (State Funds)	334,400	197,300
Adult Basic Education (Federal Funds)	430,000	465,300
Manpower Training (Federal Funds)	1,341,200	2,523,700

D. Sources of Revenue

	1967-68	1968-69
Local Tax Levy	53.0%	54.6%
State Aid	15.7	17.0
Federal Aid	12.8	13.6
Fees, Tuition, Other Receipts	18.5	14.8

*Does not include Students Enrolled in High Schools

Successful Completion of Research on Persons with Special Needs

Research on the Culturally Diverse. This research has been organized under the Research Coordinating Unit (RCU). Its assigned functions are stimulation, initiation, promotion, and coordination of research and dissemination of research findings. The research staff participate in studies and research of a service nature to other divisions at the state level, maintain liasion with institutions of higher education throughout the state and provide consultation and support for graduate students interested in vocational education research. Working committees determine priorities, plans, and instrucational services. An improved system for information classification, storage, retrieval, and dissemination as required by the nation-wide ERIC system is being developed. Local districts are being encouraged to formulate task forces to study the implementation of integrated information systems. The RCU efforts help in the interpretation and development of new objectives commensurate with society's changing needs. Major emphasis is upon analysis of occupational needs and students demands for the state. A Handbook for Research and Planning now in its draft stage will be refined and implemented. Research workshops and seminars have been conducted to upgrade research personnel on state and district levels. Some activities being developed are: "Development of Success Predictors for Vocational, Technical Education" (Oshkosh), "Institutional Variances of High School Dropouts Enrolled in Vocational Education" (CSVTE-WBVTAE), "Study of Remedial Reading and Adult Basic Education" (Wausau), "A Study of Why Adults Enroll, Drop out, and Complete Adult Education Programs in Wisconsin Schools of Vocational, Technical and Adult Education" (WBVTAE) (Report being written), "Occupational Careers of 1965 Graduates of Wisconsin Vocational Schools" (CSVTE-WBVTAE), "Education of Texas - Mexican Migrant" (Wausau), "Teaching Typewriting to Mentally Handicapped Students" (Wausau), "Evening School Interest Survey and Dropout Study" (Wausau), "An Evaluation of the Educational Effectiveness of Selected ABE Materials" (Kenosha). Much action research is done at local schools through surveys, questionnaires, observations, and follow-ups of professional educators.

Outreach Program for Persons With Special Needs.

A. Description

A new program is proposed which anticipates state aids to the WBVTAE for educational opportunities for persons with special needs.

The program will be coordinated between the WBVTAE and the CCHE[2] through a staff member of CCHE for review and recommendations.

The WBVTAE will provide a staff member to coordinate the total program on the VTAE state level.

The number of students to be served the first year is approximately 750. The number of students to be served the second year is approximately 1,500. The number to be served for the 1969-71 biennium is approximately 2,250 students.

Total VTAE district involvement is anticipated. As many vocational education districts as possible will be involved initially.

Approved student housing arrangements, supervised by the VTAE districts, will be provided where needed.

The educational plan provides for:

1. Student supportive aids and services. (This includes items such as housing, food, clothing, minor medical, travel, counseling, guidance, job placement, and follow up)

2. Instructional support. (This includes instruction, tutoring, student activities, field trips, administration, supervision, secretarial and clerical, supplies and materials, rentals, utilities, janitorial, maintenance, minor remodeling, repairs, and staff in-service training.)

3. Neighborhood centers for basic, compensatory, and occupational training. (This provides for a "package" approach to provide basic, compensatory, and occupational education and training.) Districts which have significant numbers of the educationally disadvantaged and are contemplated for initial neighborhood centers are:

    1) WBVTAE District 9 (Milwaukee)
    2) WBVTAE District 15 (Wausau)
    3) WBVTAE District 17 (Rice Lake)

New program development will anticipate the cooperative action - review and consultation - with CCHE.

Cooperative working arrangements with all state, local, and private organizations, involved in the provision of educational services or activities related to providing assistance to persons with special needs, are contemplated.

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[2] CCHE: Coordinating Council for Higher Education (Wis.)

The criteria for administering these funds shall be sufficiently broad to provide for innovative practices and procedures required to fulfill the objectives of this program.

The following procedures will be followed for implementing programs:

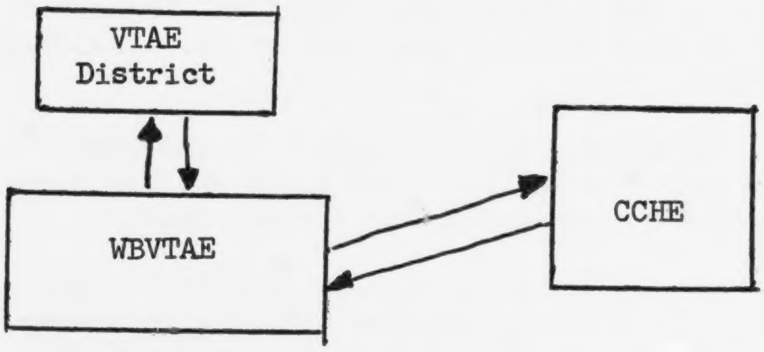
1. A letter of interest expressing willingness to participate in the program will be submitted by the local district to the WBVTAE.
2. The local district will submit to the WBVTAE a formal proposal showing the total costs and how funds will be allocated, disbursed, and administered.
3. WBVTAE will determine the eligibility of the local district to participate in the program with the following criteria:
    a. capability to fulfill program requirements
    b. sufficient staffing
    c. sufficient facilities
    d. availability of special services
4. Proposal approved, with stipulations, or rejected.
5. WBVTAE consultant works with local district personnel to initiate the program.
6. Proposal appeal.

B. Statement of Costs

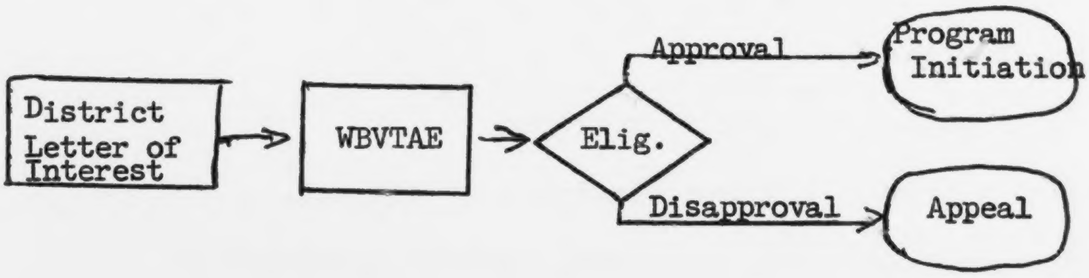
	FY 1969-70	FY 1970-71	1969-71 Biennium
Number of Students (approx.)	750	1,500	2,250
Student Support Aids and Services	$870,833	$1,741,667	$2,612,500
Instructional Support	629,166	1,258,334	1,887,500
Neighborhood Centers Basic Education Compensatory Education Occupational Training	500,000	1,000,000	1,500,000
	$1,999,999	$4,000,001	$6,000,000

D. PROGRAM IMPLEMENTATION CHARTS

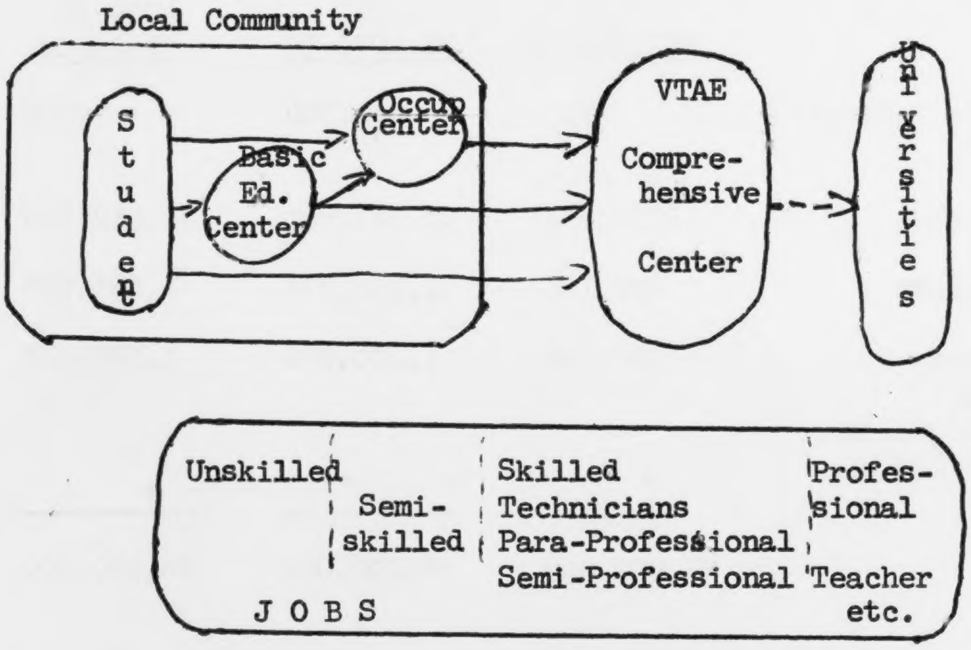
1. Administration


VTAE
District
WBVTAE
CCHE

2. Program Distribution Procedures


District
Letter of
Interest
WBVTAE
Elig.
Approval
Program
Initiation
Disapproval
Appeal

3. Flow of Students


Local Community
Student
Basic
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Unskilled
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skilled
Skilled
Technicians
Para-Professional
Semi-Professional
Profes-
sional
Teacher
etc.
JOBS

CCHE-- COORDINATING COUNCIL FOR HIGHER EDUCATION
VTAE-- VOCATIONAL, TECHNICAL AND ADULT EDUCATION
WBVTAE-WISCONSIC BOARD OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION

C. Distribution of Program

	Per cent of Program (Est.)	VTAE District #	Number of Students (Est.)
FY 1969-70	38%	9	285
	28	15	210
	17	17	127
	17	Other	128
	100%		750
FY 1970-71	28%	9	420
	18	15	270
	14	17	210
	40	Other	600
	100%		1,500

Work Done with Correctional Institutions

The WBVTAE is cooperating with the State's correctional institution vocational education programs by providing curriculum supervision services and teacher certification, on a request basis. One vocational school is providing remedial reading courses to inmates at a local correctional institution.

Research

The Milwaukee Vocational, Technical and Adult Schools, under contract with the U.S. Office of Education have prepared a guide for instructors in vocational education for those who are socially, economically, and educationally handicapped, with special emphasis on help for those youth to develop social and employment attitudes necessary for securing and keeping a job. The title of the guide is appropriately: "You and Your Job." This instructors guide is keyed to five related student booklets: (a) What is it? (b) Where is it? (c) How to get it? (d) How to keep it, and (e) Where do you go from here?

The guide was designed and developed to provide the disadvantaged with the necessary instructional materials, based on adult attitudes required in getting and holding a job. These materials depart from lackstep curricular models and offer a basic series of lessons that are interesting, readable, pedagogically sound, and realistic for youth who too often have found educational materials unexciting, childish, or unrealistic for their world. The guide is published by the J.G. Ferguson Publishing Company of Chicago Illinois, 1968, 115 pages.

$11.3 Million Urged for New Programs

School Aid Asked for Deprived

The Coordinating Council for Higher Education (CCHE) staff has recommended $11.3 million worth of new programs to educate the disadvantaged in the next biennium.

Council action on the recommendations is scheduled at a 10 a.m. meeting today at Hoffman House West.

The University of Wisconsin, State Universities, and State Vocational Board had submitted requests totaling $11.4 million for new programs.

THE UW SOUGHT the largest amount (nearly $6 million), the State Universities asked for $1 million, and the State Vocational Board sought $4.5 million.

CCHE staff recommendations cut the UW request by $1,587,600, added $1.3 million to the State Vocational Board's proposal, and tacked on $180,000 to the State Universities proposal.

The recommendations call for financial assistance for an additional 3,000 students in 1969-71. State Vocational schools would accommodate 1,800 new students, the UW 900, and the State Universities 300.

Gov. Warren P. Knowles had asked each of the three higher education systems to submit their posposals to educate the disadvantaged separately from their other budget requests.

Whatever recommendation comes out of today's meeting will be forwarded to Knowles for review, and will then be taken up by the Joint Finance Committee.

Knowles and some legislators have indicated in recent remarks that they feel the emphasis on programs to educate the disadvantaged should be at the vocational school level.

AND KNOWLES and at least one key CCHE member have noted that such incidents as a rampage by Negro students through administration offices at Oshkosh State University may hurt chances of getting legislative approval of the requests.

The Oshkosh incident occurred while educators and others from all over the state were gathered in Madison for a three-day CCHE conference on education of the disadvantaged.

OUT OF THAT conference came the CCHE staff recommendations to be acted on today.

At an education cabinet meeting last week, Knowles called for a full report on the Oshkosh situation from State Universities Executive Director Eugene McPhee.

Disciplinary hearings for 94 Oshkosh students suspended after the incident on that campus are scheduled to begin Monday morning.

the state.

Milw. Sentinel
12/12/68

CCHE Asks $11.3 Million For Deprived

Madison, Wis. –UPI– The staff of the co-ordinating council for higher education (CCHE) recommended Wednesday an $11.3 million program to help educate the disadvantaged.

The recommendation covers the 1969-'71 biennium and emphasizes vocational education. It also sharply reduced proposals made by the University of Wisconsin.

The recommendations will be considered by a special CCHE meeting Thursday.

The program would help educate 1,000 additional disadvantaged students in 1969-'70 and 2,000 more in 1970-'71.

It suggests the vocational school system acquire 600 disadvantaged students the first year and 1,800 the second year.

The University of Wisconsin should have an additional 300 the first year and 900 by the second year. The UW wanted 1,200. The state university system target should be 100 the first year and 300 the second year.

The state higher educational aids board would handle financial aid for the students.

The UW has preferred that each system control student aid funds.

A total of $5.8 million was suggested for the vocational training, although the state board of vocational, technical and adult education asked $4.5 million in its budget request. The UW would get $4.3 million. The UW regents asked $5.9 million.

The state university system would get $1.1 million, although it asked $1 million for the program.

WYOMING

Introduction

Activities and programs in vocational education for persons with special needs has increased considerably in Wyoming during fiscal year 1969. This is a State which is an outstanding example of a large geographical area with a sparse population. Many persons could be classed as disadvantaged due to geographical isolation or lack of sufficient enrollments to bring a complete vocational education program to certain areas. In many cases, special needs individuals are found in isolated instances throughout the State, making conventional treatment on a group basis very difficult if not impossible. The allocation of resources on a basis of population mitigates against any substantial provision for adequate vocational education programs serving the needs of all of the people in all parts of the State as required in the Vocational Education Act of 1963. Such considerations have brought about proposals for the widespread use of mobile training units for itinerant use throughout the State, the extensive use of educational television linked to strategic vocational education centers at area vocational schools and community colleges and other plans for bringing quality vocational and technical education to all. This is particularly true of Vocational education for persons with special needs. These individuals must have additional special services, including remediation, attitudinal training, basic skills for entry-level employment, strong components of guidance and counseling, and supportive services in depth beyond the usual provisions for the regular enrollees in vocational and technical education.

Occupational Areas

Despite the handicaps present, the State has made considerable progress in serving the disadvantaged and handicapped.

The Adult Basic Education Program is concerned with educating the 20,158 under-educated adults in Wyoming. These adults represent 6.2% of the States population many public schools instruct adults in basic communication and computation skills, often linked with occupational skills. These are usually organized for the evening school program. These students are 18 years old or older, who have less than an eighth grade education. Many are slotted into advanced occupational training programs or into the work force with continual education in mind. All classes are held in public schools under the auspices of the local school administration, supervised by the State

Vocational-Technical Division. For FY 1969, 703 individuals are enrolled in Adult Basic Education program throughout the State.

A heavy equipment maintenance operator training program was operated for six weeks with 16 enrollees cooperating with M.D.T.A. Job Corps and Welfare Department. The Associated General Contractors supplied equipment, Instructional Operating Engineers furnished instructors and the State Department of Education supervised. This was held at Douglas, Wyoming. It was very successful.

Two summer programs for dropouts from high school programs and educable mentally retarded students will be conducted at Casper and Cody during the summer of 1969.

Business and office education programs are in operation for 43 students at the Laramie High School, School District #1, Albany County.

Business and Office education programs are in operation for 11 persons in Cheyenne, Wyoming.

A cooperative Work Experience program is in operation for 13 people at Cody, Wyoming.

A Food Service program for 16 people is in operation at Cheyenne, Wyoming.

A Cooperative Work Experience program combined with employment orientation is in operation for 30 persons at Casper, Wyoming.

The regular vocational programs continue to enroll and serve persons with special needs. In many instances, course modification and special supplementary services enable the handicapped and the disadvantaged to succeed in the regular programs.

Personnel

These is no full-time supervisor or coordinator for special needs programs in Wyoming. The State Director of Vocational-Technical Education performs all functions on a part-time basis. It is becoming more apparent that with the growth of field offices and personnel, and with increased emphasis upon vocational education, adequate direction, and supervision is much needed in the special needs area.

Cooperation with Other Agencies

Cooperation with other agencies such as Vocational Rehabilitation, Special Education, the State Employment Service is essential on a continuing basis. This is also necessary for Department of Labor agencies such as the Job Corps, Neighborhood Youth Corps, Bureau of Work Programs and Manpower Development and Training. The same observation is made for the Office of Economic Opportunity, the Economic Development Administration of the Department of Commerce and the Bureau of Indian Affairs of the Department of the Interior. A combination of resources of many State and Federal agencies would be advantageous in avoiding duplication of effort in the allocation of scarce resources.

There is cooperation with correctional institutions in the provision of technical assistance and conduct of Vocational education programs in penal institutions.

Teacher Education Activities

An Adult Basic Education Seminar for teachers and administrators was held in Casper, Wyoming, May 10-11, 1968. Teaching demonstrations and review of techniques were presented in Consumer Education, The World of Work, coordination of Adult Basic Education and Vocational Education and the Work Incentive Program.

A Workshop for Administrators of summer programs for migrant children was held in the Governor's Room, Capitol Building, Cheyenne, on May 10, 1968. A Workshop for personnel of summer program, for migrant children was held at West Side High School, Worland, Wyoming on May 18, 1968.

A Workshop for teachers of summer schools for migrant children was held at Lincoln School, Torrington, Wyoming, May 11.

The University of Wyoming conducted a summer course for teachers of migrant children, July 15-19, 1968. There were 409 teachers registered. This was financed under Title I, E.S.E.A. (P.L. 89-10 and 89-750)

A member of the State staff attended a course at Hunter College, New York City entitled: "Hunter College Pilot Program for Disadvantaged Youth". This was held on July 5 - August 4, 1968 under Dr. Estelle Popham, Director.

Research

A Survey of Migrant Children in Wyoming was completed by the State Department of Education under Title I, E.S.E.A.

A survey of students in Vocational Agriculture with special needs was conducted in 1968, revealing;

A.	students in Vo-Ag whose parents earned less than $3,000 per year	68
B.	Number of students with poor reading ability	214
C.	Number of students with low I.Q. (less than 90)	96
D.	Number of students with social or other handicaps	76
	TOTAL	454

This represents approximately 20% of the students enrolled in vocational agriculture.

A statewide comprehensive planning program for vocational rehabilitation completed a study in December, 1968, with recommendation for the future. Many of these recommendations have implications for the special needs area of vocational education.

GUAM

Introduction

Special courses in remedial English and remedial mathematics will continue to be offered at the area vocational schools in 1969. A GED testing program has been developed cooperatively by the area vocational school and the College of Guam for high school dropouts. Three additional academic teachers will be required for this. An experimental English program utilizing trade related materials is being developed specifically for the area vocational school during 1969. This program is for high school dropouts, with instruction provided in the area of academic need, enabling these students to earn a certificate of high school equivalency.

Occupational Areas

Three programs in vocational education for persons with special needs were offered in Trades and Industry at the Guam Trade and Technical School in FY 1968. No other courses are contemplated for 1969.

The estimated expenditures for vocational education for persons with special needs for FY 1969 are: $25,000 of which $2,227 is Federal and $2,228 is State funds. The total estimated expenditure for vocational education for all Federal Acts for 1969 is $608,000 of which $259,000 is Federal and $349,000 is State funds.

INFORMATION FOR THE ANNUAL PROGRESS REPORT FOR VOCATIONAL EDUCATION FOR PERSONS WITH SPECIAL NEEDS

Puerto Rico

Introduction

Puerto Rico has been characterized by an impressive economic growth for the past 27 years. The establishment of new industries and the technological advances in industry, the increasing demand for skilled personnel, a population growth of a 2.3 per cent rate during 1960 to 1965, and consequently, the rapid changes in patterns of living, constitute basic factors for the development of vocational and technical education programs and services in the Commonwealth.

Employment has increased between fiscal years 1960 and 1967 from 543,000 to 684,000. Better paid jobs continued increasing in 1967-68 for both men and women, while lower paid jobs declined. This is due in part to the shift from traditional industries using unskilled or semiskilled labor and paying low wages to industries demanding skilled, well trained personnel and paying higher salaries.

New job opportunities created through this rapid economic growth have brought an increasing demand for personnel with specialized training, such as engineers in all fields and other professionals, programmers and data processors, business managers, and personnel for commerce and service health, restaurant and hotel, and construction industries.

Projection studies indicate that there will be a minimum of 27,133 new jobs each year, for which trained manpower must be provided if the present level of employment is to be maintained. It is anticipated that employment for professionals, technical and other skilled personnel will more than double by 1975 in commerce and the different types of industries now established or being established.

Manpower shortages of skilled workers and technicians continues to be a serious handicap, both to established and potential industry and business in Puerto Rico. The economic growth means, however, that manpower shortages will continue to pose a more serious problem in the future than at present. Entrants in the labor force are increasing faster than training can be provided.

While the economic growth rate has maintained a high level and job opportunities continue increasing at a rate of above 4 per cent, the number of jobless persons has also increased.

The unemployment rate continues above 11 per cent, which is considered substantial. Thus unemployment continues to be one of the biggest problems. New job opportunities generated by the economy have not been enough to absorb the new entrants or re-entrants to the labor force during the present decade.

School enrollments continue to increase. By F. Y. 1967 total enrollment reached 729,423, which represents 102,305 more than in F. Y. 1960 which was of 627,168. Enrollment rate increased from 79 per cent in F. Y. 1960 to 86 per cent in 1966. Yet by 1967-68, some 23 per cent of the population ages 20-24 was neither at school nor at work. This situation poses a negative effect upon the expanding Puerto Rico economy.

It is to be expected that increasing numbers of individuals will reach college ages in the next few years. A large proportion of these persons need to be served through vocational and technical education programs.

Accute shortages of skilled and semiskilled personnel for health occupations, office occupations, distribution and marketing, home and community service occupations and trade and industry continues to demand a more vigorous approach to the provision of vocational training for persons with special needs as a means of utilizing the unused labor potential which is available in the face of unfilled job opportunities.

Educational Program for Persons with Special Needs F. Y. 1968

During F. Y. 1968 assistance to persons with special needs was offered by the Educational and Vocational Guidance, Agriculture, Home Economics, Trades and Industry, Health Occupations and Distribution and Marketing Education programs, through the following activities:

Educational and Vocational Guidance

Guidance services were offered to socio-economically and culturally deprived out-of-school youth in four pilot guidance centers in public housing projects and in a Job Corps Camp. In the secondary school, guidance services were offered to slow learners, physically handicapped, and other groups of students with special needs.

A census made in 1967-68 in three public housing projects and in a Job Corps Camp located 945 out-of-school youth. A total of 2,310 interviews were held with these youth and their parents. Four meetings were held with groups of parents and 632 home visits were made. A breakdown of individual services shows that there were 129 referrals and 84 placements in regular academic schools; 75 referrals and 53 placements in trade schools; 311 referrals and 108 placements through the Employment Service Office; 54 referrals and 21 placements in the Job Corps; and 34 referrals to the Youth Opportunities Center.

Counselors carried out the following activities in these centers:

1. Census to determine the number of out-of-school youth in public housing projects served

2. Coordination with community agencies to provide services to these youngsters, according to their needs
3. Meetings with groups of youngsters and their parents
4. Interviews with parents and youngsters
5. Home visits
6. Administration of tests and questionnaires
7. Organization of activities such as trips, movies, cultural programs, social activities, and athletics

The five most frequent problems presented by these youngsters were: economic condition, unemployment, poor health, poor family relations, and behavior problems.

Vocational Education activities for disadvantaged persons other than mentally and physically handicapped continued or were initiated since February 1968 as follows:

Vocational Agriculture

In Vocational Agriculture courses in vegetable gardening, and farm mechanics were offered to 79 persons with special needs, which included 21 inmates on the state penitentiaries, 15 beneficiaries of the Public Welfare Bureau and to 43 youth from Work-Study Camps of the Department of Education.

Home Economics

Education for useful employment homemaking were offered in 37 communities to 6,621 persons with academic or socio-economic handicaps from 22 public housing projects and deprived rural areas and beneficiaries from the Public Welfare Division. Courses covered the five areas of homemaking education.

Education for gainful employment was offered to 817 adults and out-of-school youth with special needs. These included persons living in 22 public housing projects served by the program and from areas of cultural and socio-economic limitations throughout the Commonwealth. Courses offered were related to eight occupations: specialist in food preparation and service, specialist in home bakery, specialist in food preparation and service for special occasions, baby sitter and assistant in child day-care centers, companion to the elderly or convalescent in the home, assistant to interior decorator, homemaker's assistant, and assistant seamstress and worker in other clothing services.

Trades and Industry

The Trades and Industry Education Program benefited 1,840 persons with special needs. Twenty one courses were offered to 377 inmates in 10 penal institutions and custodial camps, five to 80 juvenile delinquents in correctional institutions, 18 to 535 beneficiaries from the Bureau of Public Welfare, and 39 to 848 youth in Work-Study camps. Youth from the Work Experience Program of the Department of Labor, also participated in the program. Courses offered during F. Y. 1968 were autobody repair and painting, bakery and pastry making, barbering, building maintenance, cabinet making, carpentry and woodworking, construction, drafting, cosmetology, dressmaking, electricity, masonry and bricklaying, ornamental iron works, power sewing machine operation, and plumbing and pipe fitting.

A new vocational training center was established in the Nemesio Canales Public Housing Project as part of a community program to prevent or control juvenile delinquency. A course in masonry and bricklaying was offered to 16 youth from this housing project.

Vocational Training for Veterans

Vocational training for veterans was offered under the direction of the Trades and Industry Program. This program was started in September 15, 1966, under Federal laws 89-358, 894, and 634 for veterans of the Vietnam conflict.

In F. Y. 1968, a total of 1,838 veterans from the Corean and Vietnam wars, physically handicapped, and veteran's children were served. Fifty one courses were organized in 13 different trades using the training facilities of 14 vocational high schools. An increase of 725 persons was shown over previous year. The budget in F. Y. 1968 was of $355,400, which includes $18,600 from the Educational Services of the Veterans Administration.

Health Occupations

Training as hospital attendants was offered to 20 inmates of the State Penitentiary assigned to the penitentiary hospital.

Practical nursing courses were offered to 17 beneficiaries from the Public Welfare Division, to 18 persons in the New Careers Program and to 15 persons in the Work-Study Program of the Department of Labor. At the request of the New Careers Program nine orientation courses on out-patient attendant, central supply worker, surgical technician, medical laboratory assistant, X-ray technician, medical record technician, practical nursing and patient escort were organized for 104 persons.

Distribution and Marketing

A 66 hours preparatory course in selling techniques, in English, mathematics of distribution, and cashier training was offered for 18 drop-outs residents in a public housing project in Arecibo. A 15 hours course in flower selling techniques was also offered to 26 girls in a correctional institution in Ponce.

Work and Study Program for Youth

Some 1,800 youth from all vocational education programs in 73 school districts benefited from the Work and Study Program. These youth were paid $0.80 an hour and worked an average of 40 hours a month in summer jobs in the local schools. Due to the fact that the budget was available late in the school year, this program developed during the months of May, June and July with a $195,439 budget, of which $40,000 were state funds and $155,439 federal funds.

Cooperation with other agencies

Most of the activities for the training of persons with special needs have been developed through cooperation with other agencies. Instances of cooperation with some of these agencies have been mentioned above. Courses serving persons living in public housing projects offered by the Home Economics Program as well as the course in masonry and bricklaying offered by the Trades and Industry Program for 16 youth from the Nemesio Canales Public Housing Project were coordinated with the Puerto Rico Urban Renewal and Housing Corporation.

Many of the courses in Home Economics Occupational Education, 11 courses sponsored by the Trades and Industry Program, a farm mechanics course sponsored by Vocational Agriculture Program, and a course for the preparation of practical nurses offered by the Health Occupations Program were organized in cooperation with the Bureau of Public Welfare of the Commonwealth Department of Health.

Some of the Trades and Industry courses offered for persons with special needs were in cooperation with the Work Experience Program of the Department of Labor. Likewise, a course for the preparation of practical nurses and eight courses related to other health occupations sponsored by the Health Occupations Program developed in cooperation with the New Careers Program of the Department of Labor.

Referrals from the Youth Opportunities Center received training in practical nursing.

The Trades and Industry, Vocational Agriculture, and Health Occupations programs sponsored several courses for inmates in the State Penitentiary, correctional institutions and other penal institutions, in cooperation with the Department of Justice.

Courses were organized in Trades and Industry and in Vocational Agriculture for boys in Work-Study Camps in cooperation with the Work-Study Program.

Courses were also organized by the Trades and Industry Program in cooperation with the Cooperative Development Administration.

Teacher Training Activities

A two-day seminar on Educational Programs for Persons with Special Needs was sponsored by the Home Economics Program in coordination with the Puerto Rico Urban Renewal and Housing Corporation. The purpose of this seminar was to exchange ideas and to study new trends and methods in developing educational programs in useful and gainful employment in home economics to serve persons with special needs. The 125 persons in attendance included supervisory, technical, and teacher training personnel, 44 teachers of adults, and 51 high school teachers in charge of home economics occupational education courses, as well as representatives from the Bureau of Public Welfare, American Red Cross, Department of Labor, and the Home Economics Program Advisory Committee.

Work done in correctional institutions

Five courses were organized for 80 juvenile delinquents in correctional institutions developed in coordination with the Department of Justice. The courses offered were automobile mechanics, barbering, blue print reading, cabinet making, power sewing machine operation, and sign painting. The course in flower selling techniques sponsored by the Distribution and Marketing Education Program for 26 girls in a correctional institution in Ponce were also developed in cooperation with the Department of Justice.

Enrollment data

Enrollment in courses for persons with special needs in F. Y. 1968 by vocational education program was as follows:

Program	Enrollment
Vocational Agriculture	79
Distribution and Marketing	44

Program	Enrollment
Health Occupations	174
Home Economics (Useful Employment)	6,621
Home Economics (Gainful Employment)	817
Trades and Industry	1,840
Total	9,575

Research

No significant research in Vocational Education for Persons with Special Needs has been completed after February 1968. However, there is a study under way on drop-outs from vocational education courses to find out the main reasons why they leave without completing their training.

Expenditures

Expenditures for vocational education for persons with special needs in Puerto Rico for 1968 was of $278,549 of which $118,045 were federal funds and $160,504 state funds, and no local funds. The total expenditures for Vocational Education under all Federal Acts for Puerto Rico in F. Y. 1968 as of June 30, 1968 was $14,172,285, of which $4,848,369 were federal funds, $9,323,916 state funds, and no local funds.

Plans for Vocational Education Programs for Persons with Special Needs for Fiscal Year 1969

Vocational Agriculture

The following courses are planned for the school year 1968-69 for a total of 100 persons with special needs: agricultural production, for 20 persons in custodial Camp El

Zarzal in Río Grande, Puerto Rico; agricultural production, for 20 youth in the Work Study Camp in Mayaguez, Puerto Rico; agricultural mechanics in Custodial Camp Punta Lima in Naguabo, Puerto Rico; and courses in agricultural production and agricultural mechanics, for 40 referrals from Public Welfare Bureau.

Home Economics

During the school year 1968-69 the Home Economics Program will offer training to 30 children from the Institute for Retarded Children in Bayamón, Puerto Rico. Training will be also provided for drop-outs who left school in the sixth grade or before completing high school because of lack of interest or academic limitations; persons in the New Careers Program; youth from charitable institutions like Boy's Town; those eligible in the Neighborhood Youth Corps; adults in low socio-economic levels, from depressed areas, and to residents in low cost housing projects.

Trades and Industry

For the school year 1968-69 trade and industrial training will be offered in 27 courses for persons in penal institutions. Training for 70 children from the Institute for Retarded Children is also planned for this year. Classes for other groups of persons from penal institutions, correctional institutions, low cost housing projects, and residents in depressed areas will also be offered by the Trades and Industry Program.

Office Occupations

During the 1967-68 school year training the Office Occupations Program has planned courses for girls in the Correctional Institution for Girls in Ponce; for boys in the Correctional Institution for Boys, in Mayaguez; for the State Penitentiary for Women, in Vega Alta; and for residents in the custody camp El Zarzal, in Río Grande. Courses planned are for the preparation of typists.

In Maunabo, Puerto Rico, a pilot project is being offered for 15 students of low I. Q. but educable. This course will emphasize training in typing, filing, office techniques, Spanish, English, and bookkeeping. This training will take twice the length of time given to students of normal intelligence.

A special retraining course will be offered for a group of about 25 graduates of those who fail in the test given by the Government Bureau of Personnel to qualify for employment.

Health Occupations

For the school year 1968-69 classes related to health occupations will be offered for socio-economically handicapped persons living in depressed areas; referrals from the Bureau of Public Welfare and others like those served in the preceding years.

Distribution and Marketing

In 1968-69 classes in distribution and marketing will be offered for persons living in depressed areas and to an estimated 125 persons who plan to migrate to the mainland.

January 22, 1969.

VIRGIN ISLANDS

Introduction

The Division of Vocational is presently coordinating its activities with the Office of Economic Opportunity and the Neighborhood Youth Corps in providing vocational education training programs for youngsters who are experiencing difficulties in the regular vocational education programs. Responsibility for developing and supervising programs for persons with special needs has been delegated to the Coordinator for Vocational Education, on a part-time basis. The estimated expenditures for vocational education for persons with special needs for the Virgin Islands, FY 1969 is $9,000. The total expenitures for vocational education in FY 1969 is $615,000 of which $137,000 is Federal and $478,000 is State funds.

Occupational Areas

Proposed programs have been designed for:

Service Station Attendants	Distributive Education
Nurse's Aides	Health Occupations
General Office Practice	Office Occupations
Carpentry (Helper)	Trades and Industry
General Metal Worker (Helper)	Trades and Industry

It is estimated that 45 individuals will be available for training in the above areas in 1969. Teaching Centers and facilities will be available in the Charlotte Amalie Senior High School in St. Thomas and the St. Croix Central High School in St. Croix. Five additional instructors will be needed to implement this program.

APPENDIX

February 1969

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
Office of Education
Bureau of Adult, Vocational and Library Programs
Division of Vocational and Technical Education
Washington, D.C. 20202

DIRECTORY - STATE OFFICIALS WITH RESPONSIBILITIES FOR PROGRAMS OF VOCATIONAL EDUCATION FOR PERSONS WITH SPECIAL NEEDS

State	State Official	Address
Alabama	J. F. Ingram, State Director of Vocational Education	Department of Education Montgomery 36104 Phone: 205-265-2345
Alaska	Louis D. Ridle ~~MDTA Supervisor~~ S.D.V.E.	Alaska Office Building Juneau 99801
Arizona	Stewart Miller Supervisor Special Needs Programs	State Dept. of Voc. Educ. 412 Arizona State Bldg. Phoenix 85007 Phone: 602-271-4395
Arkansas	J. Marion Adams State Director of Voc. Ed.	State Education Building Little Rock 72201 Phone: 501-375-7271
California	Wesley P. Smith, State Director of Voc. Ed.	721 Capitol Mall Sacramento 95814 Phone: 916-445-3314
Colorado	James S. Burden Supervisor Programs for Persons with Special Needs	State Board for Voc. Ed. 32 State Services Bldg. 1525 Sherman Street Denver 80203 Phone: 303-222-9911, x2151
Connecticut	Saul Dulberg Consultant Program Development Special Needs	Division of Voc. Educ. State Dept. of Education Box 2219, Hartford 06115 Phone: 203-527-6341
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Georgia	Kenneth Reynolds State Supervisor for Special Needs	State Dept. of Education Atlanta 30334 Phone: 404-688-2390, x 295
Hawaii	Albert J. Feirer State Director of Vocational Education	Department of Education P.O. Box 2360 Honolulu 96804 Phone: 808-507-711, x410
Idaho	John A. McDaniel State Supervisor, Trade and Technical Education	518 Front Street Boise 83702 Phone: 208-344-5811, x451
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Iowa	Dan Kroloff Consultant, Vocational Education for Persons with Special Needs	Div. of Vocational Educ. Dept. of Public Instruction 217 Seventh Street Des Moines 50309 Phone: 515-281-5177
Kansas	John E. Snyder State Director of Vocational Education	State Office Building Topeka 66612 Phone: 913-235-0011, x555
Kentucky	Christine W. Wallace State Supervisor, Persons with Special Needs	Div. of Vocational Educ. State Department of Education Frankfort 40601 Phone: 502-564-4286

State	State Official	Address
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Massachusetts	John W. Fitzgerald Senior Supervisor in Education	182 Tremont Street Boston 92116 Phone: 617-727-5730
Michigan	Robert Kennon Coordinator Special Needs Programs	Div. of Vocational Educ. P.O. Box 928 Lansing 48904 Phone: 517-373-3373
Minnesota	Jane E. Preston Consultant, Persons with Special Needs	Centennial Building 658 Cedar Street St. Paul 55101 Phone: 612-221-2421
Mississippi	Walter Hutchins, Consultant Persons with Special Needs	Box 771 Jackson 39205 Phone: 601-355-9361
Missouri	Marie D. Huff State Director of Home Economics	Div. of Vocational Educ. Jerrerson City 65102 Phone: 314-635-8125
Montana	William A. Ball Supervisor, Vocational Guidance and Work-Study	State Dept. of Public Instr. Helena 59601 Phone: 406-442-3260
Nebraska	Henry C. Ebmeier State Director of Special Vocational Needs	State Capitol, 10th Floor Lincoln 68509 Phone: 402-473-1230
Nevada	John W. Bunten State Director of Vocational Education	Department of Education Carson City 89701 Phone: 702-882-7321

State	State Official	Address
New Hampshire	Charles J. Mitchell Consultant Vocational Guidance	Div. of Voc.-Tech. Educ. Stickney Ave. Concord 03301 Phone: 603-225-6611
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New York	Florence Wagner Supervisor for Occupational Education	State Education Dept. Albany 12224 Phone: 518-474-2619
North Carolina	Nurham O. Warwick State Supervisor Special Needs	Dept. of Public Instruction Raleigh 27602 Phone: 919-829-7362
North Dakota	LeRoy H. Swenson State Director of Vocational Education	State Capitol Bismarck 58501 Phone: 701-223-8000
Ohio	H. D. Brum State Supervisor Disadvantaged Youth and Work-Study Programs	State Office Bldg., Rm. 612 Columbus 43215 Phone: 614-469-3430
Oklahoma	Ronald Meek State Supervisor of Special Needs	1515 West Sixth Avenue Stillwater 74074 Phone: 405-FR7-2000
Oregon	A. L. Ringo State Director, Voc. Ed. Special Needs	State Dept. of Education Public Service Building Salem 97310 Phone: 503- 364-2171, 1634
Pennsylvania	Robert D. Edwards Chief, Div. of Instruction Consultation	Box 911 Harrisburg 17126 Phone: 717-787-6622
Puerto Rico	Dr. Maria Socorro Lacot Director, Vocational Educ.	Department of Education Hato Rey, Puerto Rico 00900

State	State Official	Address
Rhode Island	Francis J. McKenna, Consultant Vocational-Technical Education Curriculum Services	Roger Williams Building Hayes Street Providence 02908 Phone: 401-521-7100, x691
South Carolina	George O. Smith, Jr. State Supervisor Vocational Guidance	Rutledge Bldg., Rm. 920 Columbia 29201 Phone: 803-758-3342
South Dakota	Roy Ziegler State Supervisor of Trade & Industrial Education	State Dept. of Publi Instr. Pierre 57501 Phone: 605-224-5911
Tennessee	Robert Ell Hurt Supervisor, Special Needs	205 Cordell Hull Bldg. Nashville, 37219 Phone: 615-741-3411
Texas	Thomas R. Jones Chief Consultant, Occupational Training	Capitol Station Austin 78711 Phone: 512-475-2294
Utah	Dr. Charles S. Winn Specialist Distributive Education and Persons with Special Needs	1400 University Club Bldg. 136 E. So. Temple Salt Lake City 84114 Phone: 801-328-5371
Vermont	Richard F. Sargent State Supervisor, Trade and Industrial Education	State Office Building Montpelier 05602 Phone: 802-223-2311
Virginia	George Orr State Supervisor Vocational Education Special Needs	State Dept. of Education Richmond 23216 Phone: 703-644-4111, x2954
Virgin Islands	Wilburn Smith, Jr. Coordinator for Vocational Education	P.O. Box 630 St. Thomas 00801 Phone: 809-774-5240
Washington	Wallace H. Thoemke Assistant State Director M.D.T.A. & Special Needs	P.O. Box 248 Olympia 98501 Phone: 206-753-5682
West Virginia	Michael M. Murphy Program Specialist Vocational Industrial Educ.	Capitol Building Charleston 25305 Phone: 304-348-3075

State	State Official	Address
Wisconsin	John R. Plenke Program Administrator	137 E. Wilson Street Madison 53703 Phone: 608-266-1506
Wyoming	Charles A. Kline State Director of Vocational Education	State Dept of Education Cheyenne 82001 Phone: 307-777-7415

Misc. 333-1
February 1969

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
Office of Education
Bureau of Adult, Vocational, and Library Programs
Division of Vocational and Technical Education
Washington, D.C. 20202

DIRECTORY - EXECUTIVE OFFICERS AND STATE DIRECTORS OF VOCATIONAL EDUCATION

State	Executive Officer, State Board for Vocational Education	State Director
Alabama........	Ernest Stone, Montgomery 36104	J. F. Ingram, Montgmmery 36104
Alaska.........	Clifford R. Hartman, Alaska Office Bldg., Juneau 99801	Louis D. Ridle, Acting, Pouch F, Alaska Office Bldg., Juneau 99801
Arizona........	Sarah Folsom, 412 Arizona State Bldg., Phoenix 85007	J. R. Cullison, 412 Arizona State Bldg., Phoenix 85007
Arkansas.......	A. W. Ford, State Education Bldg., Little Rock 72201	J. Marion Adams, State Education Bldg., Little Rock 72201
California.....	Max Rafferty, 721 Capitol Mall, Sacramento 95814	Wesley P. Smith, 721 Capitol Mall, Sacramento 95814
Colorado.......	M. G. Linson, 207 State Services Bldg., Denver 80203	M. G. Linson, 207 State Services Bldg., Denver 80203
Connecticut....	William J. Sanders, Hartford 06115	Joseph F. Murphy, P.O. Box 2219, Hartford 06115
Delaware.......	Kenneth C. Madden, Dover 19901	Daniel E. Koble, Jr., Dover 19901
District of Columbia.....	William R. Manning, Presidential Bldg., 415 Twelfth St., NW., Washington 20004	Harold A. Clark, Presidential Bldg., 415 Twelfth St., NW., Washington 20004
Florida........	Floyd T. Christian, Tallahassee 32304	Carl W. Proehl, Capitol Bldg., Tallahassee 32304
Georgia........	Jack P. Nix, Atlanta 30334	George W. Mulling, State Office Bldg., Atlanta 30334
Guam...........	L. P. Martin, Agana 96910	Richard L. Spaziani, Agana 96910
Hawaii.........	Thomas H. Hamilton, 2444 Dole St., Honolulu 96822	Samson S. Shigetomi, 2327 Dole St., Honolulu 96822
Idaho..........	D. F. Engelking, 518 Front St., Boise 83702	Roy D. Irons, 518 Front St., Boise 83702
Illinois.......	Ray Page, 405 Centennial Bldg., Springfield 62706	Sherwood Dees, 405 Centennial Bldg., Springfield 62706

NOTE: Unless otherwise indicated, Executive Officers and State Directors of Vocational Education should be addressed at the State Department of Education.

State	Executive Officer, State Board for Vocational Education	State Director
Indiana........	Edgar E. Stahl, Rm. 500, Old Trails Bldg., 309 West Washington St., Indianapolis 46204	Edgar E. Stahl, Rm. 500, Old Trails Bldg., 309 West Washington St., Indianapolis 46204
Iowa...........	Paul F. Johnston, State Office Bldg., Des Moines 50319	William O. Schuermann, State Office Bldg., Des Moines 50319
Kansas.........	John E. Snyder, State Office Bldg., Topeka 66612	John E. Snyder, State Office Bldg., Topeka 66612
Kentucky.......	Wendell P. Butler, Frankfort 40601	Carl F. Lamar, State Office Bldg., Frankfort 40601
Louisiana......	William J. Dodd, Baton Rouge 70804	William E. Johnson, Baton Rouge 70804
Maine..........	William T. Logan, Augusta 04330	Elwood A. Padham, Augusta 04330
Maryland.......	James A. Sensenbaugh, Baltimore 21210	James L. Reid, 600 Wyndhurst Ave., Baltimore 21210
Massachusetts...	Neil V. Sullivan, 182 Tremont St., Boston 02111	Walter J. Markham, 182 Tremont St., Boston 02111
Michigan.......	Ira Polley, Lansing 48902	William F. Pierce, P.O. Box 928, Lansing 48902
Minnesota......	Duane J. Mattheis, Centennial Office Bldg., St. Paul 55101	Robert P. Van Tries, Centennial Office Bldg., St. Paul 55101
Mississippi.....	Garvin Johnston, Jackson 39205	A. P. Fatherree, P.O. Box 771, Jackson 39205
Missouri.......	Hubert Wheeler, Jefferson City 65101	B. W. Robinson, P.O. Box 480, Jefferson City 65101
Montana........	Dolores Colburg, Helena 59601	William A. Ball, State Capitol, Helena 59601
Nebraska.......	Floyd A. Miller, State Capitol, Lincoln 68509	Cecil E. Stanley, State Capitol, Lincoln 68508
Nevada.........	Burnell Larson, Carson City 89701	John W. Bunten, Carson City 89701
New Hampshire...	Newell J. Paire, Concord 03301	Neal D. Andrew, Stickney Ave., Concord 03301
New Jersey.....	Carl L. Marburger, 225 West State St., Trenton 08625	Robert M. Worthington, 225 West State St., Trenton 08625
New Mexico.....	Leonard J. DeLayo, Santa Fe 87501	Weldon Perrin, Harvey Bldg., Suite G., 139 South Castillo St., Santa Fe 87501
New York.......	James E. Allen, Jr., Albany 12224	Robert S. Seckendorf, Albany 12224
North Carolina..	Craig Phillips, Raleigh 27602	A. G. Bullard, Raleigh 27602
North Dakota....	M. F. Peterson, Bismarck 58501	LeRoy H. Swenson, State Capitol, Bismarck 58501

State	Executive Officer, State Board for Vocational Education	State Director
Ohio	Martin W. Essex, State Office Bldg., Columbus 43215	Byrl R. Shoemaker, 612 State Office Bldg., Columbus 43215
Oklahoma	Francis T. Tuttle, 1515 West 6th Ave., Stillwater 74074	Francis T. Tuttle, 1515 West 6th Ave., Stillwater 74074
Oregon	Dale Parnell, 318 Public Service Bldg., Salem 97310	Albion Ringo, 306 Public Service Bldg., Salem 97310
Pennsylvania	David H. Kurtzman, Box 911, Harrisburg 17126	John W. Struck, Box 911, Harrisburg 17126
Puerto Rico	Angel Quintero Alfaro, Hato Rey 00919	Maria Socorro Lacot, Hato Rey 00919
Rhode Island	William P. Robinson, Jr., Roger Williams Bldg., Hayes St., Providence 02908	Thomas H. Sandham, Jr., Roger Williams Bldg., Hayes St., Providence 02908
South Carolina	Cyril B. Busbee, Columbua 29201	Cecil H. Johnson, Jr., 908 Rutledge Office Bldg., Columbia 29201
South Dakota	Gordon A. Diedtrich, Pierre 57501	E. B. Oleson, Pierre 57501
Tennessee	J. Howard Warf, Cordell Hull Bldg., Nashville 37219	Charlie M. Dunn, Cordell Hull Bldg., Nashville 37219
Texas	J. W. Edgar, Texas Education Agency, Austin 78711	John R. Guemple, Texas Education Agency, Austin 78711
Utah	Terrel H. Bell, Salt Lake City 84111	Walter E. Ulrich, 1400 University Club Bldg., 136 East South Temple, Salt Lake City 84111
Vermont	Harvey B. Scribner, State Office Bldg., Montpelier 05602	Cola D. Watson, State Office Bldg., Montpelier 05602
Virginia	Woodrow W. Wilkerson, Richmond 23216	George L. Sandvig, Richmond 23216
Virgin Islands	Arthur A. Richards, Charlotte Amalie, St. Thomas 00801	Wilburn Smith, Jr., Charlotte Amalie, St. Thomas 00801
Washington	Ernest G. Kramer, P.O. Box 248, Olympia 98501	Ernest G. Kramer, P.O. Box 248, Olympia 98501
West Virginia	Rex M. Smith, Charleston 25305	Fred W. Eberle, Charleston 25305
Wisconsin	C. L. Greiber, 137 East Wilson St., Madison 53703	C. L. Greiber, 137 East Wilson St., Madison 53703
Wyoming	Harry Roberts, Cheyenne 82001	Charles A. Kline, Cheyenne 82001

FOR DISCUSSION PURPOSES ONLY
October 1966

GUIDELINES FOR REPORTING PERSONS WITH SPECIAL NEEDS

In reporting under Column 13, Students with Special Needs enrolled in vocational education, in pursuance of the Vocational Education Act of 1963, the following guidelines are suggested so that there will be consistency in the figures reported on enrollment:

(1) Special classes

(a) Basic education which is occupationally oriented - language and computing skills, social skills

(b) Remedial education - special instruction in certain subjects needed to qualify for specific vocational course offerings

(c) Designed specifically for the mentally retarded or physically handicapped

(d) Designed specifically for persons in correctional institutions

(e) Set up at the request of welfare agencies, in cooperation with adult literacy programs, as part of community action programs

(f) Operated for persons in other institutional facilities who have academic, socioeconomic or other handicaps

(g) Experimental, pilot, or demonstration programs - designed especially for persons with special needs

(h) Classes for dropouts

(2) Individual services

These are students enrolled in regular vocational classes who require one or more of the following list of services. Include these students in the regular enrollment figures as appropriate. In Col. 13, on the same line with the regular enrollment entry indicate in brackets (   ) the number enrolled in the regular occupational program who received one or more of these services.

(a) Students receiving basic education

(b) Students receiving remedial education

(c) Students being tested with special tests which more accurately determine their capabilities and abilities

(d) Students receiving assistance from the vocational rehabilitation agency

(e) Students who require and are receiving intensive counseling, psychological aid, and/or social work assistance

(f) Students who are on schedules which are ungraded, are given more time for completion of the curriculum, are getting individualized instruction through tutors or by means of special learning machines

SUMMARY OF SELECTED ITEMS OF STATES' PROJECTED PROGRAM ACTIVITIES
FISCAL YEAR 1969

Highlights

Table 1 - Employment Demand and Supply of Trained Personnel

Projected annual training output of vocational education (1,257,351) and including other sectors (1,782,166) is 44.4 percent of the projected annual employment demand (4,017,682).

Table 2 - Summary of Vocational Education Instructional Programs

States report a total of 101,389 instructional programs which are continuing, 9,209 programs to be expanded, and 4,129 new programs.

There are 48,632 continuing secondary programs with 4,863 to be expanded, and 1,644 new programs to be added.

There are 10,653 continuing postsecondary programs with 1,595 to be expanded, and 1,131 new programs to be added.

There are 39,749 continuing adult programs with 2,398 to expanded, and 1,035 new programs to be added.

There are 2,355 continuing special needs programs with 353 to be expanded, and 319 new programs to be added.

Table 3a - Number of Schools by Type
3b - Estimated Enrollment by Type of Institution
3c - Allocation of Federal Funds by Type of Institution

Regular or comprehensive high schools comprising 92 percent of the total number of schools have 64.4 percent of the enrollment and 47.2 percent of the funds.

Junior colleges comprise 2.6 percent of the total number of schools and have 11.8 percent of the enrollment and 14.7 percent of the funds.

Table 4 - Status of Area Vocational School Construction

States report 278 projects to start construction and 344 to be completed during the year.

Table 5 - State Administrative Staff and Teacher Education

a. States report a total of 1,775 professionals and 1,204 clerical on their staffs.

b. A total of 318 institutions with 1,106 full-time and 847 part-time teacher educators provide teacher training.

Table 6 - Estimate of Enrollment, Fiscal Years 1969 - 1973

Enrollment will increase from 8,259,782 to 11,605,461 in the five-year period.

Table 7 - Estimate of Total Expenditures for Vocational Education, Fiscal Years 1969 - 1973

Expenditures will increase from $1,482,962,000 to $2,553,545,000 in the five-year period.

Table 8 - Estimate of Total Expenditures for Vocational Education, Fiscal Year 1969

Total expenditures are projected at over $1-1/4 billion with 21.8 percent from Federal funds, 37.3 percent from State funds, and 40.9 percent from local funds.

Table 9 - Estimate of Federal Expenditures under the Vocational Education Act of 1963, by Purpose, Fiscal Year 1969

Federal funds are allocated as follows: Secondary - 29.3 percent, postsecondary - 21.1 percent, adult - 6.0 percent, special needs - 3.9 percent, construction - 25.2 percent, and ancillary services - 14.5 percent.

PROJECTED PROGRAM ACTIVITIES FY 1969 EMPLOYMENT DEMAND & SUPPLY Analysis & Reporting

Table 1

	Expand	Replacemen	Total Demand	Vocational Output	Total Output	February '69 % of Need Met
TOTALS	1709907	2,144,078	4,017,682	1,257,351	1,782,166	44.4
1. Alabama	111608	48,072	159,680	14,375	15,759	9.9
2. Alaska	11560	4,005	15,565	5,412	7,302	46.9
3. Arizona	3714	2,467	29,131	6,675	10,095	34.7
4. Arkansas	18500	20,600	39,100	13,800	16,200	41.4
5. California				176,550	183,550	
6. Colorado	21956	17,668	39,624	20,464	26,800	67.6
7. Connecticut	13800	21,540	35,340	16,765	24,842	70.3
8. Delaware	11307	16,235	27,542	5,952	11,970	43.5
9. District of Columbia	7565	19,272	26,837	1,204	17,472	65.1
10. Florida	115448	106,434	221,882	42,302	79,182	35.7
11. Georgia	21705	40,560	62,265	33,827	42,180	67.7
12. Hawaii						
13. Idaho	5350	12,800	18,150	3,886	6,276	34.6
14. Illinois	106000	109,600	215,000	45,559	49,039	22.8
15. Indiana	103857	103,500	207,857	39,383	65,650	31.6
16. Iowa	17762	67,550	83,512	16,578	53,698	62.9
17. Kansas	12412	67,682	80,094	4,600	9,164	11.4
18. Kentucky	65750	37,100	102,850	13,155	15,220	14.8
19. Louisiana	34095	43,367	77,462	30,727	38,639	50.0
20. Maine	6750	11,100	17,850	4,630	6,800	38.1
21. Maryland	13750	46,050	59,800	33,948	37,343	62.4
22. Massachusetts			15,212	27,580	32,139	
23. Michigan	38060	115,520	153,580	48,339	102,180	66.5
24. Minnesota	50061	45,851	95,912	27,470	40,856	42.6
25. Mississippi	21638	18,255	39,893	10,240	13,438	33.7
26. Missouri				25,327	27,291	
27. Montana	8291	13,782	22,073	5,007	5,928	26.9
28. Nebraska		127,867	127,867	7,203	13,758	10.8
29. Nevada	34470	6,640	41,110	3,617	5,117	12.4
30. New Hampshire			16,400	2,649	4,754	29.0
31. New Jersey	106040	69,353	175,393	24,829	36,349	20.7
32. New Mexico	9673	7,502	17,175	7,272	9,039	52.6
33. New York	75578	186,528	310,765	126,483	219,389	70,6
34. North Carolina	73650	57,750	131,400	27,694	38,863	29.6
35. North Dakota				4,898	4,898	
36. Ohio	124600	147,100	271,700	35,647	45,253	16.7
37. Oklahoma	25782	27,471	113,880	14,719	22,762	20.0
38. Oregon	38858	24,280	63,138	10,075	11,521	18.2
39. Pennsylvania	75234	174,510	249,744	58,461	63,495	25.4
40. Rhode Island	8384	8,374	16,758	3,291	7,312	43.6
41. South Carolina	7077	46,489	53,566	17,293	22,363	41.7
42. South Dakota	29270	19,700	48,970	2,747	3,753	7.7
43. Tennessee	57577	66,272	123,849	31,439	41,120	33.2
44. Texas	136909	90,129	227,038	46,193	87,538	38.6
45. Utah	9175	10,938	20,112	11,960	18,400	91.5
46. Vermont	3983	5,766	9,749	4,457	6,824	70.0
47. Virginia	29386	44,065	73,451	31,281	46,742	63.6
48. Washington	34930	18,200	53,130	40,860	49,812	93.8
49. West Virginia						
50. Wisconsin				6,430	11,110	
51. Wyoming	2088	5.859	7.947	3,036	4,488	56.5
52. American Samoa						
53. Guam	6254	10,275	16,529	174	1,080	6.5
54. Puerto Rico				60,733	67,237	
55. Trust Territory						
56. Virgin Islands	1676	712	2,388	155	271	

PROJECTED PROGRAM ACTIVITIES - FISCAL YEAR 1969

VOCATIONAL EDUCATION INSTRUCTIONAL PROGRAMS

Analysis & Reporting
February 1969

Table 2

	Secondary			Post-Secondary			Adult		
	Cont.	Expand	New	Cont.	Expand	New	Cont.	Expand	New
1. Alabama	1,549	34	72	131	0	0	411	0	0
2. Alaska	115	18	11	14	6	9	39	10	7
3. Arizona	381	47	5	72	17	19	322	22	3
4. Arkansas	1,032	34	1	58	16	10	976	27	0
5. California	1,875	192	3	1,458	86	11	862	46	0
6. Colorado	515	31	51	166	19	19	926	25	25
7. Connecticut	293	34	12	54	31	1	121	1	1
8. Delaware	161	18	22	27	0	4	232	2	1
9. District of Columbia	62	1	0	21	2	1	66	1	0
10. Florida	365	277	107	307	250	118	549	439	254
11. Georgia	1,429	123	96	451	14	48	5931	39	234
12. Hawaii	83	7	0	50	34	1	49	14	0
13. Idaho	237	11	3	99	5	6	352	1	0
14. Illinois	2,192	110	7	304	114	36	515	3	2
15. Indiana	995	105	6	31	4	1	474	46	23
16. Iowa	743	210	5	224	41	63	1188	175	1
17. Kansas	491	47	30	121	17	14	575	29	9
18. Kentucky	1,084	284	147	125	27	42	777	164	76
19. Louisiana	1,172	144	0	250	24	3	392	21	1
20. Maine	185	18	23	38	0	1	235	0	0
21. Maryland	1,101	47	9	139	28	9	653	0	4
22. Massachusetts	704	13	47	61	62	30	213	37	30
23. Michigan	1,982	300	17	259	16	29	772	42	3
24. Minnesota	1,559	24	2	470	84	12	1652	95	0
25. Mississippi	1,038	13	32	182	20	48	967	78	14
26. Missouri	1,026	151	48	59	21	26	243	129	20
27. Montana	243	10	21	42	11	9	126	0	3
28. Nebraska	170	11	45	57	11	8	152	0	0
29. Nevada	161	10	18	35	0	16	231	50	0
30. New Hampshire	138	1	10	21	0	11	51	0	1
31. New Jersey	1,153	240	10	92	32	6	266	25	6
32. New Mexico	270	16	0	64	1	2	109	1	0
33. New York	4,920	408	6	419	147	1	854	52	9
34. North Carolina	2,703	170	44	501	66	48	765	50	2
35. North Dakota	261	6	27	35	6	6	96	0	20
36. Ohio	88	484	3	41	37	9	121	23	3
37. Oklahoma	1,173	16	0	39	3	7	660	70	3
38. Oregon	339	18	36	163	16	37	431	18	12
39. Pennsylvania	1,404	261	100	57	13	1	572	18	3
40. Rhode Island	190	13	17	10	4	0	69	8	7
41. South Carolina	1,249	55	45	99	26	1	864	47	21
42. South Dakota	252	0	16	19	1	20	292	0	0
43. Tennessee	1,438	179	4	366	74	17	1111	234	7
44. Texas	4,308	300	91	1716	29	29	3408	15	1
45. Utah	1,162	25	0	302	1	0	602	27	0
46. Vermont	164	10	4	6	2	1	197	3	0
47. Virginia	1,527	118	124	188	12	51	1552	0	0
48. Washington	966	106	178	523	108	196	1181	226	210
49. West Virginia	787	49	39	28	4	2	458	57	0
50. Wisconsin	769	25	0	540	0	50	5860	0	0
51. Wyoming	153	2	9	17	0	2	86	0	12
52. American Samoa									
53. Guam	11	11	1	1	0	0	3	0	0
54. Puerto Rico	249	25	34	101	42	40	121	27	7
55. Trust Territory									
56. Virgin Islands	15	1	6	0	0	0	4	1	0
TOTALS	48,632	4863	1644	10653	1595	1,131	39749	2398	1,035

PROJECTED PROGRAM ACTIVITIES FISCAL YEAR 1969

VOCATIONAL EDUCATION INSTRUCTIONAL PROGRAMS

Analysis & Reporting
February 1969

Table 2 (cont'd)	Special Needs			Total		
	Cont.	Expand	New	Cont.	Expand	New
1. Alabama	0	2	0	2091	36	72
2. Alaska	2	0	3	170	34	30
3. Arizona	26	4	1	801	90	28
4. Arkansas	173	8	0	2239	85	11
5. California	20	0	0	4215	324	14
6. Colorado	59	2	2	1666	77	97
7. Connecticut	10	5	11	478	71	25
8. Delaware	0	0	2	420	20	29
9. District of Columbia	0	1	0	149	5	1
10. Florida	29	22	40	1260	988	519
11. Georgia	179	4	6	7990	180	384
12. Hawaii	4	26	0	186	81	1
13. Idaho	1	0	2	689	17	11
14. Illinois	14	1	0	3025	228	45
15. Indiana	12	5	13	1512	171	43
16. Iowa	0	1	0	2155	427	69
17. Kansas	15	0	1	1202	93	54
18. Kentucky	79	37	38	2065	512	303
19. Louisiana	32	2	0	1846	191	4
20. Maine	3	0	0	461	18	24
21. Maryland	42	20	0	1935	95	22
22. Massachusetts	9	3	5	987	115	112
23. Michigan	30	6	12	3043	364	61
24. Minnesota	34	3	6	3715	206	20
25. Mississippi	77	0	3	2264	111	97
26. Missouri	32	5	1	1360	306	95
27. Montana	7	0	0	418	21	33
28. Nebraska	13	0	1	392	22	54
29. Nevada	22	0	4	449	60	38
30. New Hampshire	3	0	2	213	1	24
31. New Jersey	321	0	1	1832	297	23
32. New Mexico	18	0	2	461	18	4
33. New York	106	11	6	6299	618	22
34. North Carolina	18	1	0	3987	287	94
35. North Dakota	3	0	2	395	12	55
36. Ohio	29	69	0	279	613	15
37. Oklahoma	19	1	0	1891	90	10
38. Oregon	2	0	2	935	52	87
39. Pennsylvania	54	1	1	2087	293	105
40. Rhode Island	6	0	0	275	25	24
41. South Carolina	19	3	1	2231	131	68
42. South Dakota	7	0	0	570	1	36
43. Tennessee	77	19	4	2997	506	32
44. Texas	193	0	0	9625	344	121
45. Utah	61	1	17	2127	54	17
46. Vermont	3	0	2	370	15	7
47. Virginia	198	25	12	3465	155	187
48. Washington	0	45	90	2670	485	674
49. West Virginia	17	1	6	1290	111	47
50. Wisconsin	242	0	0	7411	25	50
51. Wyoming	3	0	0	259	2	23
52. American Samoa						
53. Guam	2	0	0	17	11	1
54. Puerto Rico	26	19	20	497	113	101
55. Trust Territory						
56. Virgin Islands	4	0	0	23	2	6
TOTALS	2355	353	319	101,389	9209	4129

PROJECTED PROGRAM ACTIVITIES FISCAL YEAR 1969 Analysis & Reportin
February 1969

Table 3a

PARTICIPATION BY TYPE OF INSTITUTION

	Total	Spec. H.S.	Tech/PS	High School	Jr. Coll.	Coll.	Comb.	Contract
1. Alabama	495	2	27	464	1	1	-	--
2. Alaska	49	-	-	40	6	3	-	--
3. Arizona	123	-	-	108	10	3	2	--
4. Arkansas	398	2	13	376	2	2		3
5. California	772	13	-	675	84	-	-	--
6. Colorado	165	4	1	147	7	4	2	--
7. Connecticut	136	15	4	105	10	2	-	--
8. Delaware	48	4	1	39	-	2	2	--
9. District of Columbia	15	3	1	9	-	-	2	--
10. Florida	511	-	-	469	22	-	20	--
11. Georgia	527	-	25	499	3	-	-	--
12. Hawaii	37	-	1	32	4	-	-	--
13. Idaho	142	-	-	136	2	4	-	--
14. Illinois	626	27	16	553	22	8	-	--
15. Indiana	482	3	2	470	1	4	2	--
16. Iowa	342	1	4	323	11	3	-	--
17. Kansas	239	-	-	214	7	4	14	--
18. Kentucky	364	1	1	316	4	1	41	--
19. Louisiana	458	-	33	425	-	-	-	--
20. Maine	134	-	6	120	-	3	-	5
21. Maryland	112	5	-	105	-	-	2	--
22. Massachusetts	---	-	-	---	-	-	-	--
23. Michigan	588	7	-	543	24	10	4	--
24. Minnesota	513	-	26	478	5	3	1	--
25. Mississippi	443	-	-	426	12	1	4	--
26. Missouri	393	1	1	373	7	7	4	--
27. Montana	87	-	-	72	3	3	6	3
28. Nebraska	210	-	11	194	4	1	-	--
29. Nevada	43	-	1	38	1	2	1	--
30. New Hampshire	47	-	6	40	-	1	-	--
31. New Jersey	251	7	6	211	3	5	18	1
32. New Mexico	94	2	1	83	2	4	1	1
33. New York	848	-	54	753	41	-	-	--
34. North Carolina	701	-	37	651	13	-	-	--
35. North Dakota	135	-	1	127	3	4	-	--
36. Ohio	815	22	36	751	5	1	-	--
37. Oklahoma	424	-	1	405	10	1	7	--
38. Oregon	169	-	2	154	12	1	-	--
39. Pennsylvania	682	30	-	620	12	18	2	--
40. Rhode Island	34	3	2	28	1	-	-	--
41. South Carolina	325	-	10	301	-	-	14	--
42. South Dakota	257	-	-	252	-	1	4	--
43. Tennessee	443	2	22	414	3	-	2	--
44. Texas	1021	-	1	968	39	4	-	--
45. Utah	92	3	1	81	3	3	1	--
46. Vermont	56	-	2	52	-	1	1	--
47. Virginia	468	16	1	435	12	3	1	--
48. Washington	330	-	6	303	21	-	-	--
49. West Virginia	481	8	11	439	-	13	10	--
50. Wisconsin	433	-	63	370	-	-	-	--
51. Wyoming	84	-	-	76	7	1	-	--
52. American Samoa								
53. Guam	5	1	-	2	1	1	-	--
54. Puerto Rico	377	-	3	354	1	2	16	1
55. Trust Territory								
56. Virgin Islands	2	-	-	2	-	-	-	--
Totals	16,967	182	390	15,621	444	135	184	14
Percentage Distribution		1.1	2.3	92.0	2.6	0.8	1.1	0.1

PROJECTED PROGRAM ACTIVITIES - FISCAL YEAR 1969 Analysis & Reporting

Table 3b

February 1969

ESTIMATED ENROLLMENT BY TYPE OF INSTITUTION

		Spec. HS	Tech/PS	High School	Jr. Coll.	Coll.	Comb.	Contract
1. Alabama	152,905	5,000	47,195	100,475	120	115	-	-
2. Alaska	8,790	-	-	6,101	1810	879	-	-
3. Arizona	59,632	-	-	36,112	12620	4585	6315	-
4. Arkansas	100,745	700	24,675	75,000	200	100	-	70
5. California	990,775	406,237	-	294,900	289638	-	-	-
6. Colorado	80,417	42	200	55,024	11137	2873	11141	-
7. Connecticut	50,000	8,000	2,000	34,700	4400	900	-	-
8. Delaware	21,848	6,760	1,225	4,947	-	500	8416	-
9. District of Columbi	12,000	4,600	700	2,400	-	-	1300	3000
10. Florida	323,000	-	-	129,000	94000	-	100000	-
11. Georgia	324,530	-	122,203	202,210	117	-	-	-
12. Hawaii	13,530	-	580	9,450	3500	-	-	-
13. Idaho	21,950	-	-	20,000	515	1435	-	-
14. Illinois	232,800	16,000	9,850	186,300	19700	950	-	-
15. Indiana	104,745	2,375	1,603	99,327	800	640	-	-
16. Iowa	63,282	2,548	7,302	37,100	16332	-	-	-
17. Kansas	63,189	-	-	30,622	380	14466	17721	-
18. Kentucky	110,774	1,100	102	75,513	300	50	33709	-
19. Louisiana	161,818	-	58,440	103,378	-	-	-	-
20. Maine	30,210	-	1,850	28,090	-	150	-	120
21. Maryland	166,365	2,888	-	158,210	3560	850	857	-
22. Massachusetts	--	--	-	-	-	-	-	-
23. Michigan	283,590	6,736	-	205,843	56924	13237	850	-
24. Minnesota	168,500	-	77,100	90,200	100	300	800	-
25. Mississippi	106,150	-	-	94,365	9505	155	2125	-
26. Missouri	125,512	3,375	10,280	100,482	5640	1525	4210	-
27. Montana	16,027	-	-	11,870	750	320	2932	155
28. Nebraska	31,578	-	3,000	28,148	350	80	-	-
29. Nevada	21,296	-	500	17,435	562	1299	1500	-
30. New Hampshire	6,750	-	1,200	5,300	-	250	-	-
31. New Jersey	149,963	3,265	1,844	138,544	-	-	6310	-
32. New Mexico	25,650	200	3,300	20,000	1000	800	300	50
33. New York	515,000	-	90,000	380,000	45000	-	-	-
34. North Carolina	299,109	-	71,624	203,485	24000	-	-	-
35. North Dakota	24,812	-	2,811	18,826	2310	865	-	-
36. Ohio	176,868	5,725	57,921	111,801	1360	61	-	-
37. Oklahoma	88,708	-	660	80,771	3684	20	3573	-
38. Oregon	75,800	-	38	29,500	46262	-	-	-
39. Pennsylvania	277,580	113,866	-	155,521	4950	3203	40	-
40. Rhode Island	19,161	1,358	160	16,862	781	-	-	-
41. South Carolina	134,522	-	6,100	118,642	-	-	9780	-
42. South Dakota	13,465	-	-	11,800	-	265	1400	-
43. Tennessee	140,455	5,200	14,267	119,772	1086	-	120	-
44. Texas	573,848	-	1,200	467,647	99474	5527	-	-
45. Utah	62,637	2,270	3,640	44,617	2780	7220	2110	-
46. Vermont	13,973	-	140	12,633	-	17	1183	-
47. Virginia	279,822	7,560	560	261,477	7880	1830	515	-
48. Washington	233,089	-	43,320	98,885	90884	-	-	-
49. West Virginia	37,510	360	1,035	35,185	-	330	600	-
50. Wisconsin	180,000	-	138,000	42,000	-	-	-	-
51. Wyoming	4,910	-	-	4,370	370	170	-	-
52. American Samoa								
53. Guam	3,800	2,600	-	1,200				
54. Puerto Rico	124,431	-	900	87,104	238	400	18101	17778
55. Trust Territory								
56. Virgin Islands	1,245	-	-	1,245				
TOTALS	7,309,056	608,765	807,525	4,704,299	865,019	66,367	235,908	21,173
Percentage Distribution		8.3	11.1	64.4	11.8	0.9	3.2	0.3

PROJECTED PROGRAM ACTIVITIES - FISCAL YEAR 1969

Analysis & Reporting
February 1969

Table 3c

ALLOCATION OF FEDERAL FUNDS BY TYPE OF INSTITUTION (In 1,000's)

	TOTAL	Spec. H.S.	Tech/PS	High School	Jr. Coll.	Coll.	Comb.	Contract
1. Alabama	$4,053	$122	$414	$3,501	$ 14	$ 2	$--	$--
2. Alaska	480	---	---	270	150	60	--	--
3. Arizona	1,987	---	---	850	715	12	410	--
4. Arkansas	2,909	195	1,450	1,133	50	70		11
5. California	18,001	3,402	---	6,950	7649	---	--	--
6. Colorado	1,775	5	21	847	423	228	251	--
7. Connecticut	2,247	259	288	1,302	201	197	--	--
8. Delaware	692	119	168	375	---	25	5	--
9. District of Columbia	626	299	93	20	---	---	214	--
10. Florida	4,951	---	---	883	1478	---	2590	--
11. Georgia	6,668	---	5,290	1,360	18	---	---	--
12. Hawaii	778	---	170	194	414	---	--	--
13. Idaho	1,270	---	---	475	193	602	--	--
14. Illinois	17,800	5,300	3,500	5,200	3200	600	--	--
15. Indiana	6,427	278	1,081	4,357	53	447	211	--
16. Iowa	3,929	195	394	1,647	1333	360	--	--
17. Kansas	2,998	---	---	537	200	12	2249	--
18. Kentucky	5,685	50	75	641	52	13	4854	--
19. Louisiana	5,051	---	3,077	1,974	---	---	--	--
20. Maine	1,415	---	513	874	---	11	--	17
21. Maryland	2,824	151	---	2,087	400	133	53	--
22. Massachusetts	-----	---	---	-----	---	---	--	--
23. Michigan	8,566	37	---	2,843	3591	1496	599	--
24. Minnesota	4,750	---	2,020	2,250	30	250	200	--
25. Mississippi	4,408	---	---	2,728	1437	89	154	--
26. Missouri	6,562	200	100	5,062	300	400	500	--
27. Montana	1,179	---	---	247	310	210	380	32
28. Nebraska	1,823	---	690	1,100	20	13	---	--
29. Nevada	584	---	23	400	15	75	71	--
30. New Hampshire	560	---	200	350	---	10	---	--
31. New Jersey	10,300	807	335	8,809	43	256	---	50
32. New Mexico	1,329	24	248	593	175	109	150	30
33. New York	15,150	---	9,655	3,995	1500	---	---	--
34. North Carolina	8,902	---	3,040	5,862	---	---	---	--
35. North Dakota	1,096	---	120	701	214	61	---	--
36. Ohio	12,470	7,444	976	3,670	300	80	---	--
37. Oklahoma	4,587	---	80	2,099	400	8	2000	--
38. Oregon	2,464	---	20	1,902	1292	60	---	--
39. Pennsylvania	11,137	2,387	---	8,000	---	---	750	--
40. Rhode Island	404	33	23	298	50	---	---	--
41. South Carolina	4,171	---	1,500	2,415	---	---	256	--
42. South Dakota	1,170	---	---	610	---	60	500	--
43. Tennessee	6,478	101	2,245	3,605	450	---	77	--
44. Texas	15,393	---	332	8,834	5128	1099	---	--
45. Utah	1,077	38	197	461	81	135	165	--
46. Vermont	350	---	23	263	---	10	54	--
47. Virginia	6,975	376	21	4,827	1500	235	16	--
48. Washington	3,032	---	391	1,196	1445	---	---	--
49. West Virginia	931	14	105	625	---	82	105	--
50. Wisconsin	5,860	---	3,854	2,006	---	---	---	--
51. Wyoming	599	---	---	399	140	60	---	--
52. American Samoa								
53. Guam	259	191	---	68	---	---	---	--
54. Puerto Rico	3,597	---	516	1,794	80	98	1063	46
55. Trust Territory								
56. Virgin Islands	139	---	---	139	---	---	---	--
TOTALS	$238,868	$22,027	$43,248	$112,818	$35044	$7668	$17877	$186
Percentage Distribution		9.2	18.1	47.2	14.7	3.2	7.5	0.1

PROJECTED PROGRAM ACTIVITIES - FISCAL YEAR 1969

Analysis & Reporting
February 1969

STATUS OF AREA SCHOOL CONSTRUCTION

Table 4

	No. under Constr. May 15, '68	No. to start FY 1969	No. to be completed FY 1969		
1. Alabama	9	5	14		
2. Alaska	-	-	-		
3. Arizona	0	4	2		
4. Arkansas	2	-	2		
5. California	20	22	20		
6. Colorado	1	3	1		
7. Connecticut	9	9	17		
8. Delaware	1	2	-		
9. District of Columbia	1	1	0		
10. Florida	13	10	13		
11. Georgia	3	2	5		
12. Hawaii	2	2	1		
13. Idaho	-	2	-		
14. Illinois	5	4	5		
15. Indiana	11	4	10		
16. Iowa	5	3	1		
17. Kansas	5	9	9		
18. Kentucky	15	21	23		
19. Louisiana	-	-	-		
20. Maine	9	3	2		
21. Maryland	11	7	6		
22. Massachusetts	8	3	3		
23. Michigan	24	6	12		
24. Minnesota	6	7	7		
25. Mississippi	11	11	18		
26. Missouri	15	7	20		
27. Montana	1	-	1		
28. Nebraska	-	-	-		
29. Nevada	1	-	1		
30. New Hampshire	1	3	3		
31. New Jersey	14	2	11		
32. New Mexico	-	-	-		
33. New York	7	28	11		
34. North Carolina	5	20	4		
35. North Dakota	1	1	2		
36. Ohio	32	8	12		
37. Oklahoma	4	6	6		
38. Oregon	4	1	5		
39. Pennsylvania	25	15	24		
40. Rhode Island	5	2	2		
41. South Carolina	6	7	13		
42. South Dakota	6	1	7		
43. Tennessee	2	8	10		
44. Texas	10	7	10		
45. Utah	2	0	2		
46. Vermont	6	3	3		
47. Virginia	15	7	13		
48. Washington	10	-	-		
49. West Virginia	7	5	6		
50. Wisconsin	4	5	4		
51. Wyoming	1	-	1		
52. American Samoa					
53. Guam	1	1	1		
54. Puerto Rico	-	1	-		
55. Trust Territory					
56. Virgin Islands	-	-	1		
TOTALS	356	278	344		

Analysis & Reporting
Feb. 1969

PROJECTED PROGRAM ACTIVITIES FISCAL YEAR - 1969

Table 5

	STATE ADMINISTRATIVE STAFF			TEACHER EDUCATION		
	New Professional	No. Professional	No. Clerical	No. of Institution	Staff	
					F-T	P-T
1. Alabama	2	17	17	6	12	1
2. Alaska	-	4	2	2	4	3
3. Arizona	-	18	19	3	45	21
4. Arkansas	-	23	11	6	13	10
5. California	6	90	65	5	15	0
6. Colorado	-	24	15	1	12	4
7. Connecticut	3	36	25	3	9	13
8. Delaware	1	13	8	2	8	1
9. District of Columbia	3	8	8	1	7	2
10. Florida	5	74	48	6	22	8
11. Georgia	-	59	33	15	60	1
12. Hawaii 1/	-	6	3	1	3	0
13. Idaho	6	13	10	3	6	1
14. Illinois	3	46	34	8	26	67
15. Indiana 1/	3	15	8	4	31	37
16. Iowa	-	25	20	3	34	12
17. Kansas	3	17	11	3	16	3
18. Kentucky	-	49	55	8	25	22
19. Louisiana	4	46	33	10	21	32
20. Maine	2	11	7	6	9	8
21. Maryland	-	13	7	1	8	12
22. Massachusetts 1/	6	22	12	3	0	27
23. Michigan	3	48	24	10	32	47
24. Minnesota	4	41	18	4	47	9
25. Mississippi	-	39	15	6	16	22
26. Missouri	2	36	24	9	50	67
27. Montana	-	12	5	3	8	4
28. Nebraska	-	16	17	4	11	19
29. Nevada	-	9	6	1	1	4
30. New Hampshire	1	11	5	3	4	1
31. New Jersey	3	69	45	6	68	40
32. New Mexico	2	15	11	5	2	8
33. New York	5	75	50	49	-	-
34. North Carolina	-	55	37	7	26	23
35. North Dakota	3	12	9	5	25	20
36. Ohio	-	50	32	10	48	15
37. Oklahoma	4	53	43	5	17	9
38. Oregon	-	10	8	2	15	11
39. Pennsylvania	-	112	49	19	133	79
40. Rhode Island	-	16	7	4	9	12
41. South Carolina	1	45	39	4	14	2
42. South Dakota	-	8	4	3	12	-
43. Tennessee	11	71	65	6	22	9
44. Texas	-	108	63	21	51	18
45. Utah	-	18	10	3	9	5
46. Vermont	5	12	7	1	2	2
47. Virginia	1	39	32	7	43	43
48. Washington	2	33	37	5	2	7
49. West Virginia	3	18	12	6	9	1
50. Wisconsin	2	58	33	7	31	76
51. Wyoming	-	9	4	1	4	7
52. American Samoa						
53. Guam	-	8	4	0	-	-
54. Puerto Rico	2	35	32	2	9	2
55. Trust Territory						
56. Virgin Islands	3	5	6	0	-	-
TOTALS	104	1,775	1,204	318	1106	847

1/ Estimated

PROJECTED PROGRAM ACTIVITIES - FISCAL YEAR 1969
ESTIMATED TOTAL ENROLLMENT FY - 1969 - 1973

Analysis & Reporting
February 1969

Table 6

STATE		FY 69	FY 70	FY 71	FY 72	FY 73
	TOTALS	8,259,782	9,041,731	9,864,710	10,658,057	11,605,461
Alabama		152,905	180,726	224,105	284,215	369,616
Alaska		8,790	9,480	10,880	12,480	14,080
Arizona		59,632	64,615	47,335	50,389	76,531
Arkansas		177,000	203,200	230,500	243,650	283,000
California		990,775	1,040,358	1,092,423	1,147,097	1,204,510
Colorado		77,285	81,150	85,208	89,467	93,940
Connecticut		94,950	100,775	105,850	111,875	117,700
Delaware		21,545	25,753	29,171	32,444	36,107
District of Columbia		12,000	12,000	12,300	12,300	12,300
Florida		368,961	403,885	439,223	476,698	509,413
Georgia		325,742	355,557	400,509	430,003	459,285
Hawaii		21,416	25,363	28,830	29,000	30,000
Idaho		28,400	30,400	32,466	33,900	35,295
Illinois		232,800	249,500	279,000	300,000	317,800
Indiana		104,150	116,105	125,946	143,800	159,300
Iowa		63,533	69,801	76,638	83,551	90,993
Kansas		62,883	67,608	72,746	76,876	80,068
Kentucky		110,774	122,265	141,753	144,131	157,487
Louisiana		151,000	155,000	161,000	165,000	169,000
Maine		32,820	34,740	37,175	39,500	40,875
Maryland		166,365	171,067	176,993	180,818	182,798
Massachusetts		144,700	200,200	224,300	232,400	242,000
Michigan		289,907	322,895	365,017	410,266	465,278
Minnesota		172,448	197,000	229,500	244,000	269,000
Mississippi		106,150	112,649	121,085	128,684	137,017
Missouri		125,512	143,325	160,360	182,095	206,863
Montana		19,410	22,205	24,545	26,457	28,435
Nebraska		53,058	56,990	61,440	66,000	71,500
Nevada		25,246	27,481	29,917	32,573	35,468
New Hampshire		14,620	16,880	19,175	21,620	24,300
New Jersey		286,818	310,818	332,597	348,605	365,733
New Mexico		25,010	26,500	29,450	32,600	36,150
New York		762,000	824,000	894,000	951,000	1,035,000
North Carolina		299,109	321,691	349,315	396,220	457,703
North Dakota		24,037	26,148	28,376	31,127	34,281
Ohio		330,156	378,441	416,195	449,366	490,481
Oklahoma		88,714	94,292	100,262	106,638	113,342
Oregon		75,800	89,400	102,600	113,200	122,350
Pennsylvania		308,437	333,283	353,709	370,760	391,677
Rhode Island		19,261	21,679	23,402	26,739	29,250
South Carolina		134,522	144,215	155,020	166,597	179,318
South Dakota		20,783	22,230	22,900	24,050	24,950
Tennessee		140,445	152,019	162,272	168,985	177,538
Texas		572,648	645,183	728,190	823,367	932,775
Utah		62,637	63,406	66,258	68,720	69,910
Vermont		12,877	13,704	14,638	16,104	18,084
Virginia		279,822	305,824	338,989	382,517	406,134
Washington		235,000	260,000	286,000	311,000	336,000
West Virginia 1/		50,690	50,690	50,690	50,690	50,690
Wisconsin		180,000	195,000	212,000	228,000	245,000
Wyoming		6,763	7,410	8,185	8,805	9,955
Guam		3,800	4,795	5,550	5,920	6,025
Puerto Rico		124,431	130,652	137,184	144,043	151,245
Virgin Islands		1,245	1,378	1,538	1,715	1,906

1/ Fall Report

PROJECTED PROGRAM ACTIVITIES - FISCAL YEAR 1969
ESTIMATED EXPENDITURES FY - 1969 - 1973
(IN 1,000's)

Analysis & Reportin
February 1969

Table 7

State		FY 69	FY 70	FY 71	FY 72	FY 73
	TOTALS	$1,482,962	1,945,676	2,198,619	2,342,402	2,553,545
Alabama		25,846	29,673	29,807	30,189	32,953
Alaska		2,880	3,207	3,565	3,925	4,136
Arizona		9,775	12,417	13,655	14,893	16,131
Arkansas		16,000	18,950	24,350	27,200	28,100
California		154,000	174,000	193,000	209,600	232,000
Colorado		10,010	10,221	10,638	11,063	11,494
Connecticut		26,000	35,888	43,600	52,637	61,275
Delaware		2,161	2,377	2,614	2,876	3,164
District of Columbia		2,896	12,896	2,921	2,921	3,211
Florida		53,160	125,659	151,635	151,635	151,635
Georgia		19,822	28,235	32,143	35,959	40,862
Hawaii		5,160	7,474	8,407	8,407	8,407
Idaho		8,955	9,466	9,587	14,594	12,061
Illinois		63,641	88,610	105,100	111,950	117,225
Indiana		40,100	41,820	44,820	49,920	56,600
Iowa		40,473	37,859	40,344	43,173	46,288
Kansas		5,547	5,721	7,249	7,740	8,486
Kentucky		20,891	27,591	36,815	43,472	47,897
Louisiana		16,096	19,000	19,500	20,000	20,500
Maine		5,115	5,980	8,993	11,179	12,490
Maryland		39,101	42,952	46,253	45,917	45,051
Massachusetts		30,470	55,155	81,463	86,111	100,110
Michigan		42,519	49,807	56,897	63,151	70,062
Minnesota		39,955	45,210	49,900	55,500	61,325
Mississippi		16,163	18,452	22,403	24,556	27,302
Missouri		28,862	37,578	45,140	56,176	69,968
Montana		15,510	19,175	22,135	23,800	27,120
Nebraska		15,039	17,891	23,913	28,231	30,219
Nevada		3,949	6,688	7,131	7,505	7,505
New Hampshire		3,320	4,990	7,005	9,435	10,780
New Jersey		38,000	50,000	60,000	70,000	80,000
New Mexico		6,737	8,097	9,729	11,366	13,000
New York		165,000	180,000	200,000	220,000	260,000
North Carolina		53,663	112,751	127,304	145,937	164,454
North Dakota		4,125	4,420	4,732	4,931	5,071
Ohio		50,417	109,909	114,187	60,926	65,586
Oklahoma		21,584	27,120	28,464	27,923	27,502
Oregon		15,568	19,353	24,296	28,181	30,629
Pennsylvania		103,294	113,625	124,787	133,865	124,875
Rhode Island		7,814	10,099	12,473	14,619	14,947
South Carolina		17,141	22,880	26,315	30,113	34,674
South Dakota		3,119	3,592	4,355	4,720	4,920
Tennessee		20,962	23,047	25,349	27,823	30,538
Texas		64,702	72,235	80,638	90,050	100,404
Utah		10,644	12,500	15,119	16,260	17,801
Vermont		8,392	14,410	8,544	7,569	7,744
Virginia		37,571	45,551	52,197	63,212	72,401
Washington		25,820	42,435	47,060	43,935	43,620
West Virginia	1/	11,304	11,304	11,304	11,304	11,304
Wisconsin		33,780	46,500	49,700	54,650	57,850
Wyoming		3,238	3,946	3,862	4,067	4,472
Guam		608	856	1,029	968	1,041
Puerto Rico		15,448	15,448	15,448	15,448	15,448
Virgin Islands		615	676	744	824	907

1/ 68 Expenditures

Table 8

PROJECTED PROGRAM ACTIVITIES - FISCAL YEAR 1969
ESTIMATED TOTAL EXPENDITURES (IN 1000's)

Analysis & Reporting
February 1969

State	Total	Federal	State	Local	Amount Transferred
TOTALS	$1,236,322	$270,104	$460,756	$505,465	$ 30,493
Alabama	21,882	5,923	7,783	8,176	-------
Alaska	2,649	570	199	1,880	250
Arizona	7,405	2,174	2,231	3,000	667
Arkansas	10,105	3,369	3,729	3,468	408
California	69,862	18,000	862	51,000	65
Colorado	10,010	2,494	1,118	6,398	-------
Conn ecticut	23,909	2,738	17,531	3,640	475
Delaware	3,158	653	2,250	255	3
District of Columbia	2,907	769	2,137	-------	94
Florida	53,160	7,351	40,908	4,901	1,063
Georgia	25,064	7,279	9,800	7,985	1,220
Hawaii	2,896	1,041	1,855	-------	-------
Idaho	5,747	1,231	3,191	1,325	-------
Illinois	45,224	11,078	8,731	25,414	2,152
Indiana	13,477	6,415	3,213	3,849	-------
Iowa	40,473	4,227	16,156	20,090	-------
Kansas	10,791	3,202	2,212	5,376	2
Kentucky	20,891	5,685	8,050	7,156	1,243
Louisiana	16,096	5,646	1,250	9,200	-------
Maine	5,115	1,532	1,700	1,883	297
Maryland	31,498	4,518	13,362	13,618	647
Massachusetts	30,470	5,564	9,419	15,487	-------
Michigan	39,614	9,875	4,900	24,839	1,783
Minnesota	33,705	5,085	12,711	15,908	1,268
Mississippi	16,163	4,408	6,140	5,615	1,087
Missouri	28,862	7,062	5,300	16,500	2
Montana	3,415	1,155	551	1,709	2
Nebraska	6,097	2,183	475	3,441	609
Nevada	3,792	584	492	2,716	214
New Hampshire	2,956	960	1,186	810	222
New Jersey	38,000	19,000 *	9,000	10,000	823
New Mexico	4,461	1,556	327	2,577	236
New York	148,300	16,800	68,000	63,500	3,276
North Corolina	53,663	8,901	36,659	8,102	1,852
North Dakota	4,125	1,289	1,047	1,789	418
Ohio	50,417	12,470	21,045	16,901	4
Oklahoma	21,584	4,038	2,645	14,900	719
Oregon	10,563	2,574	4,398	3,591	485
Pennsylvania	103,294	13,940	34,865	54,489	2,357
Rhode Island	7,805	1,130	3,864	2,821	241
South Carolina	17,141	4,728	7,381	5,033	881
South Dakota	3,011	1,295	357	1,358	-------
Tennessee	19,897	6,478	5,591	7,827	1,356
Texas	64,702	15,393	39,297	10,012	2,491
Utah	8,130	1,449	4,727	1,954	-------
Vermont	8,392	741	6,083	1,567	104
Virginia	13,949	6,975	1,539	5,436	405
Washington	15,435	3,742	5,673	6,038	23
West Virginia	9,920	3,064	1,255	5,600	-------
Wisconsin	27,214	5,622	6,302	15,250	861
Wyoming	1,842	599	163	1,080	52
Guam	608	259	349	-------	136
Puerto Rico	15,851	5,131	10,719	-------	-------
Virgin Islands	615	137	478	-------	-------
Percent Distribution by Source	100.0	21.8	37.3	40.9	

PROJECTED PROGRAM ACTIVITIES - FISCAL YEAR 1969
ESTIMATED EXPENDITURES UNDER VOCATIONAL EDUCATION ACT OF 1963
Table 9
(in 1,000's)

Analysis & Reportin
February 1969

State	Sec.	Post. Sec.	Adult	Spec. Needs	Const	Anc. Serv.	Total
TOTAL	$71,191	51,467	14,693	9,368	61,451	35,251	243,417
Alabama	2,796	40	159	14	800	830	4,639
Alaska	194	144	60	---	---	130	528
Arizona	1,233	706	10	10	---	157	2,116
Arkansas	725	1,153	230	95	---	321	2,884
California	5,072	4,475	1,193	448	746	2,983	14,917
Colorado	465	639	82	161	200	446	1,993
Connecticut	1,302	587	29	219	---	521	2,659
Delaware	192	39	19	9	61	25	394
District of Columbia	223	85	69	27	95	44	543
Florida	768	650	354	197	3,050	2,140	7,159
Georgia	1,400	3,086	300	500	750	1,000	7,036
Hawaii	12	688	18	28	---	33	779
Idaho	303	399	19	5	---	133	858
Illinois	782	3,440	60	498	5,000	920	10,700
Indiana	1,868	328	308	252	1,195	830	4,782
Iowa	801	1,312	333	75	---	790	3,311
Kansas	681	415	666	6	416	146	2,329
Kentucky	1,120	2,350	518	90	900	482	5,460
Louisiana	1,550	1,800	350	200	---	700	4,600
Maine	741	276	65	14	270	105	1,471
Maryland	2,000	400	150	141	1,300	388	4,379
Massachusetts	1,697	605	77	112	1,669	391	4,551
Michigan	2,581	2,000	619	68	3,000	1,300	9,562
Minnesota	780	1,591	217	131	1,250	930	4,898
Mississippi	1,214	1,065	242	143	1,176	383	4,225
Missouri	1,494	325	300	30	1,800	1,550	5,500
Montana	160	297	17	12	241	90	817
Nebraska	1,031	717	87	26	131	84	2,080
Nevada	98	175	117	40	---	110	540
New Hampshire	322	200	36	10	265	87	920
New Jersey	9,013	400	1,687	600	6,000	1,045	18,745
New Mexico	570	667	25	42	---	199	1,504
New York	4,700	1,500	1,500	2,450	5,000	1,650	16,800
North Carolina	5,179	2,370	---	25	665	260	8,499
North Dakota	598	318	85	20	---	208	1,229
Ohio	1,364	639	777	37	6,500	587	9,904
Oklahoma	1,117	629	189	15	1,270	706	3,927
Oregon	616	916	247	122	101	476	2,477
Pennsylvania	1,378	1,260	572	365	6,208	3,739	13,522
Rhode Island	131	73	36	6	544	311	1,102
South Carolina	1,636	1,918	332	82	300	252	4,521
South Dakota	313	243	80	30	50	101	817
Tennessee	1,571	3,177	367	110	---	1,025	6,250
Texas	3,013	3,651	706	1,315	3,429	3,053	15,167
Utah	348	377	31	80	348	203	1,384
Vermont	126	4	22	10	142	280	584
Virginia	2,012	350	366	120	2,650	415	5,912
Washington	813	900	218	74	100	805	2,910
West Virginia	351	68	125	40	1,650	136	2,370
Wisconsin	1,448	599	400	50	2,100	400	4,997
Wyoming	97	130	40	25	---	101	393
Guam	131	31	27	---	54	17	259
Puerto Rico	1,044	900	150	180	---	1,170	3,444
Virgin Islands	17	---	7	9	25	13	70
Percent by six purposes-	29.3	21.1	6.0	3.9	25.2	14.5	100.0

WHAT IS WRONG WITH THE REGULAR HIGH SCHOOL

I. Curriculum and Teaching Technique

1. Too many requirements all through school - need to be able to select more courses.
2. See need for more training in specific areas.
3. Need to have facilities available for independent study, quiet areas for study, and regular schools do not meet these requirements.
4. Too much routine, not enough variety - students get bored.
5. Must always learn with smarter students - need to have instruction for each individual (move at own speed).
6. Do not like separation of bright students from slower students.
7. Positive reinforcement is vital to learning process for each individual students.
8. Negative reinforcement is used in many ways, "I know your paper is not too good but read it anyway."
9. Reading individual test scores out loud for everyone to hear is a poor teaching technique.
10. Why should any student be on the bottom. If he is trying he should have some measure of success.
11. Grading should depend on your ability and not on your achievement.
12. Courses need to be related to current times.
13. Students in high school should be able to select more elective courses and have less requirements to fulfill.
14. Why should I learn correct English? Is it necessary to learn everything that is taught in English.
15. See a need for ungraded classroom. Need to have individual instruction.

16. Time should not be a factor in learning.

17. Many of our facilities are so outdated that they are not conducive to learning.

II. Student - Teacher Relationships

1. Teachers need to be more sensitive to student's feelings - using the "Put Down" technique is poor.

2. Too much prejudgement about student - either because of previous siblings or from other teachers.

3. Ideal teacher takes time to know you - doesn't judge you - gives individual help - does not "Put you down" - has an active interest in each student - not necessarily a young persons.

4. Most students are self-conscious in front of groups. Teachers must be sensitive to feelings of these students. Important that teachers are able to identify this type of students.

5. Teachers pick on students in many different ways.

6. Too much favoritism - "Good student" -"Bad student."

7. "Why do teachers give up on you."

8. Cannot talk to a teacher - want to discuss a point - teachers want to be the final authority - they are never wrong.

9. It is important that teachers respect students opinion. Teachers will say you're wrong but will not explain why.

10. Sensitivity to student problems is important.

11. Teachers at the regular high school are too aloof.

III. School Authorities and School Rules

1. Want freedom to move around - freedon of choice - cigarette - drink of water.
2. Too many rules.
3. What good does it do to suspend a student? A student skips school one day, suspended from school three days equals four days of lost school time.
4. The handling of the smoking problem by school authorities has been poor.
5. Some school rules dictate dishonesty.
6. Definite need to have people available when a student needs to talk to someone.
    a. Counselor
    b. Social Worker
    c. Teacher
7. What is the principal's job?
8. What is the assistant principal's job?
9. It is difficult to talk to authority figures.

IV. Miscellaneous Catergories

1. A lot of cheating in school - "Why should I take an honest test?"
2. Many difficulties in transferring to Vocational High School.
3. Too many problems in transferring to Vocational High School in Minneapolis.
4. A diploma does not necessarily mean a job - training is important.
5. What does it prove when you have a high school diploma?
    a. Reliable
    b. Opens the door to a job
    c. Possibly means that individual can stick to a job
6. Dropouts do not always get the low-end jobs.
7. High schools have too many students under one roof.

Source:
The Minneapolis Work Opportunity Center
Charles F. Nichols - Principal-Director

November, 1968

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
BUREAU OF ADULT, VOCATIONAL, AND LIBRARY PROGRAMS

DIRECTORY OF SELECTED HEADQUARTERS AND REGIONAL OFFICIALS WITH RESPONSIBILITY FOR BAVLP

(Headquarters - 7th & D Streets, S.W., Washington, D.C. 20202)

Office of the Associate Commissioner, BAVLP

	ROOM	TELEPHONE NUMBER
Grant Venn, Associate Commissioner	5042	(202) 96-35601
John R. Ludington, Deputy Associate Commissioner	5044	(202) 96-25337
LeRoy A. Cornelsen, Special Assistant to the Associate Commissioner	5022	(202) 96-37996
Albert J. Riendeau, Special Assistant for Organizational Relations	5024	(202) 96-36794
James B. Roberts, Executive Officer	5036	(202) 96-25696
Edward Jennings, Financial Officer	5056	(202) 96-26894
Stanley Fink, Director, Public Information	5056	(202) 96-21166
Bernard Michael, Program Evaluation Officer	5012	(202) 96-37528
______(Vacant) Program Planning and Development Officer	5010	(202) 96-23830

Division of Manpower Development and Training

Howard A. Matthews, Director, Division of Manpower Development and Training	5662-A	(202) 96-37132
Dwight Crum, Assistant Director	5662-A	(202) 96-37132
William Bowers, Acting Chief, State Programs and Services Branch	5652	(202) 96-35271
Orieanna Syphax, Chief, National Program and Services Branch	5674-A	(202) 96-33738

Division of Vocational and Technical Education

Leon P. Minear, Director, Division of Vocational and Technical Education	5102	(202) 96-24981
Sherrill D. McMillen, Deputy Director	5002	(202) 96-23681
Lane C. Ash, Special Assistant to the Division Director	5102	(202) 96-24983
______(Vacant) Chief, Pilot and Demonstration Branch	5102	(202) 96-24981
Michael Russo, Chief, Planning and Evaluation Branch	5126	(202) 96-37744
Edwin Rumpf, Chief, Development Branch	5600	(202) 96-25131
John Beaumont, Chief, Service Branch	5624	(202) 96-37724

(Headquarters Professional Staff Continued)	ROOM	TELEPHONE NUMBER
Division of Adult Education Programs		
Paul Delker, Director, Division of Adult Education Programs	5082	(202) 96-37445
Bayard Clark, Special Assistant to Division Director	5082	(202) 96-37445
Pedro Sanchez, Chief, Community Services and Continuing Education Branch	5901	(202) 96-37827
Morris Brown, Acting Chief, Adult Basic Education Branch	5076	(202) 96-37319
B. Harold Williams, Chief, Civil Defense Education Branch	5717	(202) 96-37861
Division of Library Services and Educational Facilities		
Ray Fry, Director, Division of Library Services and Educational Facilities	5929	(202) 96-36271
Raymond Stanley, Chief, Educational Television Branch	5909	(202) 96-26457
Frank A. Stevens, Chief, Library Training and Resources Branch	5922	(202) 96-35627
Elizabeth Hughey, Chief, Library Program and Facilities Branch	5925	(202) 96-36060
Kathleen Molz, Chief, Library Planning and Development Branch	5915	(202) 96-36223
Paul C. Janaske, Chief, Library and Information Science Branch	5919	(202) 96-37796

REGIONS	ROOM	TELEPHONE NUMBERS
I. Boston, Mass. (Conn., Maine, Mass., New Hampshire, Rhode Island, Vermont) John F. Kennedy Federal Bldg. Boston, Mass. 02203		
Walter W. Mode, Regional Director, DHEW	1500-D	(617) 223-6831
Walker F. Agnew, Regional Assistant Commissioner, USOE	1309-A	(617) 223-6870
Francis L. Scarano, Financial Management Officer, OE	1309-A	(617) 223-7205
Urwin Rowntree, Director, Adult, Vocational, and Library Programs	1309-A	(617) 223-6640
James C. Cronin, Program Officer, MDT	1309-A	(617) 223-6814
Nicholas J. Hondrogen, Program Officer, MDT	1309-A	(617) 223-6814
Matthew E. Cardoza, Program Officer, VTE	1309-A	(617) 223-6814
Dora M. Sheldon, Program Officer, VTE	1309-A	(617) 223-6814
Jesse A. Taft, Program Officer, VTE	1309-A	(617) 223-6814
Walter C. Verney, Program Officer, VTE	1309-A	(617) 223-6814
Carroll F. Towey, Program Officer, AE	1309-A	(617) 223-6814
Arlene Hope, Program Officer, LS	1309-A	(617) 223-6814
II. New York N.Y. (Delaware, New Jersey, New York, Pennsylvania) Federal Building 26 Federal Plaza New York, N.Y. 10007		
Bernice L. Bernstein, Regional Director, DHEW	1005	(212) 264-4600
Joseph L. Hendrick, Regional Assistant Commissioner, USOE	1041	(212) 264-4370
Michael Coffey, Financial Management Officer, OE	1041	(212) 264-4427
____(Vacant) Director, Adult, Voc., and Library Programs	1037	(212) 264-4045
Frank Coyle, Program Officer, MDT	1037	(212) 264-4046
Richard Klett, Program Officer, MDT	1037	(212) 264-4412
William J. Melody, Program Officer, MDT	1037	(212) 264-4047
Ester Edgar, Program Officer, VTE	1037	(212) 264-4412
Loris C. Lorenzi, Program Officer, VTE	1037	(212) 264-4410
John W. Stahl, Program Officer, VTE	1037	(212) 264-4410
Grace Hewell, Program Officer, AE	1037	(212) 264-4416
Eleanor Smith, Program Officer, LS	1037	(212) 264-4412

	REGIONS	ROOM	TELEPHONE NUMBER
III.	Charlottesville, Va. (D.C., Kentucky, Maryland, North Carolina, Virginia, West Va., Puerto Rico, Virgin Islands) 220 7th St. N.E. Charlottesville, Va. 22901		
	Bernard V. McCusty, Regional Director, D/HEW	507	(703) 296-1221
	Carl E. Seifert, Regional Assistant Commissioner, USOE	206	(703) 296-1323
	Joseph A. Viau, Financial Management Officer, OE	206	(703) 296-1323
	George Wallace, Director, Adult, Vocational, and Library Programs	209	(703) 296-1341
	Earl Dodrill, Program Officer, MDT	210	(703) 296-1341
	Arthur Goldsmith, Program Officer, MDT	210	(703) 296-1341
	Frank Briley, Program Officer, VTE	209	(703) 296-1341
	Sam Kerr, Program Officer, VTE	209	(703) 296-1341
	James W. Warren, Program Officer, VTE	209	(703) 296-1341
	William Neufeld, Program Officer, AE	209	(703) 296-1341
	Evelyn Mullen, Program Officer, LS	209	(703) 296-1341
IV.	Atlanta, Georgia (Alabama, Florida, Georgia, Mississippi, South Carolina, Tennessee) 50 Seventh Street, Mail Room 404 Atlanta, Georgia 30323		
	William J. Page, Jr., Regional Director, D/HEW	401	(404) 526-5817
	C. J. Martin, Regional Assistant Commissioner, USOE	550	(404) 526-5087
	Floyd Kling, Financial Management Officer, OE	550	(404) 526-3102
	B. E. Childers, Director, Adult, Vocational, and Library Programs	551	(404) 526-5311
	Alex Carney, Program Officer, MDT	551	(404) 526-3243
	Warren Seeley, Program Officer, MDT	551	(404) 526-3243
	Jamie Wommack, Program Officer, MDT	551	(404) 526-3243
	John Browne, Program Officer, VTE	551	(404) 526-5311
	M. C. Gaar, Program Officer, VTE	551	(404) 526-5311
	James Wykle, Program Officer, VTE	551	(404) 526-5311
	Cecil L. Yarbrough, Program Officer, AE	551	(404) 526-5311
	Shirley Brother, Program Officer, LS	551	(404) 526-5311

REGIONS	ROOM	TELEPHONE NUMBERS
V. Chicago, Illinois (Illinois, Indiana, Michigan, Ohio, Wisconsin)		
226 West Jackson Boulevard		
Room 406		
Chicago, Illinois 60606		
_____(Vacant) Regional Director, DHEW (James G. Brawley, Acting)	712	(312) 353-5160
Peter Mousolite, Acting Regional Assistant Commissioner, USOE	404	(312) 353-5215
Charles Ross, Financial Management Officer, OE	404	(312) 353-5488
William L. Lewis, Director, Adult, Vocational, and Library Programs	404	(312) 353-6679
Norbert J. Mattelka, Program Officer, MDT	404	(312) 353-5218
Loyal Miller, Program Officer, MDT	404	(312) 353-5218
Hobart Sommers, Program Officer, MDT	404	(312) 353-5217
Homer Edwards, Program Officer, VTE	404	(312) 353-5457
Daryl Nichols, Program Officer, VTE	404	(312) 353-5457
Frances Saunders, Program Officer, VTE	404	(312) 353-5219
M. Eldon Schultz, Program Officer, AE	404	(312) 353-6843
James G. Igoe, Program Officer, LS	404	(312) 353-5219
I. Kansas City, Missouri (Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota)		
601 East 12th Street		
Kansas City, Missouri 64106		
James W. Doarn, Regional Director, DHEW	539	(816) 374-3436
Freeman H. Beets, Regional Assistant Commissioner, USOE	444	(816) 374-2276
Len Davison, Financial Management Officer, OE	444	(816) 374-2277
Thaine D. McCormick, Director, Adult, Vocational, and Library Programs	458-K	(816) 374-3976
Albin Benander, Program Officer, MDT	458-C	(816) 374-3846
Robert J. Blazer, Program Officer, MDT	458-D	(816) 374-3846
Carl S. Barber, Program Officer, VTE	458-E	(816) 374-3976
John C. Dupree, Program Officer, VTE	458-F	(816) 374-3976
William O. Hogbin, Jr., Program Officer, VTE	458-G	(816) 374-3976
Byron F. Rawls, Program Officer, VTE	458-H	(816) 374-3976
Harry H. Hilton, Program Officer, AE	458-J	(816) 374-3846
William Cunningham, Program Officer, LS	458-A	(816) 374-3846

REGIONS	ROOM	TELEPHONE NUMBER
VII. Dallas, Texas (Ark., Louisiana, New Mexico, Oklahoma, Texas) 1114 Commerce St. Dallas, Texas 75222		
James H. Bond, Regional Director, D/HEW	904	(214) 749-3396
George B. Hann, Regional Assistant Commissioner, USOE	1404	(214) 749-2634
Ralph Evans, Financial Management Officer, OE	1404	(214) 749-2636
M. A. Browning, Director, Adult, Vocational, and Library Programs	1021	(214) 749-2341
William Cummens, Program Officer, VTE	1021	(214) 749-2341
C. R. Eddins, Program Officer, MDT	1019	(214) 749-2341
Edgar Henderson, Program Officer, MDT	1019	(214) 749-2341
Herbert Mackey, Program Officer, MDT	1019	(214) 749-2341
William F. Sands, Program Officer, VTE	1021	(214) 749-2341
Elmer Schick, Program Officer, VTE	1019	(214) 749-2341
George Blassingame, Program Officer, AE	1021	(214) 749-2341
Janice Kee, Program Officer, LS	1021	(214) 749-2341
VIII. Denver, Colorado (Colorado, Idaho, Montana, Utah, Wyoming) Federal Office Bldg. 19th & Stout Sts. Denver, Colorado 80202		
William T. Van Orman, Regional Director, DHEW	10017	(303) 297-3373
Lloyd A. Garrison, Regional Assistant Commissioner, USOE	10444	(303) 297-3544
Richard O'Brien, Financial Management Officer, OE	10430	(303) 297-3544
Charles A. O'Connor, Jr., Director, Adult, Vocational, and Library Programs	15022	(303) 297-4295
Merle Broughton, Program Officer, MDT	15024	(303) 297-4295
Paul Strong, Program Officer, MDT	15024	(303) 297-4295
Russell Britton, Program Officer, VTE	15024	(303) 297-4295
Pauline Garrett, Program Officer, VTE	15024	(303) 297-4295
John Lacey, Program Officer, VTE	15024	(303) 297-4295
Roy Minnis, Program Officer, AE	15018	(303) 297-4295
John A. Fisher, Program Officer, LS	15018	(303) 297-4295

REGIONS	ROOM	TELEPHONE NUMBER
IX. San Francisco, California (Alaska, Arizona, Calif., Guam, Hawaii, Nevada, Oregon, Washington, American Samoa, Trust Territory of the Pacific) 760 Market Street San Francisco, California 94102		
Charles H. Shreve, Regional Director, DHEW	427	(415) 556-6746
Paul F. Lawrence, Regional Assistant Commissioner, USOE	250	(415) 556-4781
Henry Goltz, Financial Management Officer, OE	250	(415) 556-3447
C. Kent Bennion, Director, Adult, Vocational, and Library Programs	856	(415) 556-8963
Robert A. Chacon, Program Officer, MDT	862	(415) 556-4500
John P. Conley, Program Officer, MDT	860	(415) 556-4500
Howard B. Gundersen, Program Officer, MDT	865	(415) 556-4500
David Leavitt, Program Officer, MDT	862	(415) 556-4500
Charles Jaymes, Program Officer, VTE	857	(415) 556-4570
Russell Journigan, Program Officer, VTE	855	(415) 556-4570
Pat W. Loyd, Program Officer, VTE	849	(415) 556-4570
Helen Luce, Program Officer, LS	859	(415) 556-4504

NATIONWIDE WORKING HOURS - WASHINGTON, D.C. TIME

Region I - 8:30-5:00

Region II - 8:30-5:00

Region III - 8:00-4:30

Region IV - 8:00-4:30

Region V - 9:15-5:45

Region VI - 9:00-5:45

Region VII - 9:15-5:45

Region VIII - 10:00-6:30

Region IX - 11:00-7:30

Headquarters - 9:00-5:30

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